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ABSTRACT

A study was undertaken to gather data for use in planning a regional learning exchange network that would meet the learning needs of adults in three counties in the gulf coastal region of Mississippi. During the study, project-developed questionnaires were administered to representatives of agencies that would either host or sponsor the learning exchange network. A third survey was administered to representatives of the mass media in the region in order to determine the amount of cooperation and support that could be expected from them. The majority of those responding to the surveys were strongly in favor of the idea of a learning exchange network. After making an extensive review of the literature pertaining to learning exchanges, learning brokerages, and free universities, the researcher formulated a detailed plan for implementing a learning exchange network that would serve Hancock, Harrison, and Jackson counties in Mississippi. (The implementation plan, consisting of recommendations concerning the organization of the learning exchange network, personnel requirements, and program planning and implementation, concludes this report. Appended to the report are the three survey questionnaires, detailed summaries of the responses to the questionnaires, a list of network center locations, an implementation timetable, a proposed budget, and sample client and learning plan worksheets.) (MN)

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A FIELD PROBLEM:
PLANNING AND DESIGNING A
LEARNING EXCHANGE NETWORK
FOR THE
MISSISSIPPI GULF COAST

by

Allan Thomas Perkins

A Field Problem
Submitted to the
Department of Educational Leadership
and Research
of the University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Specialist in Education

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1983

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And, it is quite true that a project such as this one could never be accomplished without the support, guidance, and in some cases, sacrifices of many people. All of the traditional persons who provide support to a researcher did so in this case. From my four year old daughter, Kimberly, who in an effort to help lent me several volumes from her personal library of "Little Golden Books", to the adult educators who really did provide invaluable support. I believe that each of these many people know of their help, and my most grateful appreciation for their support. While it is often said, "I really could not have done it without them," it is true.

There are, however, three gentlemen I'm not so sure about. I don't believe they realize just how much encouragement and inspiration they've given. Therefore, special recognition of these three must be made here.

Dr. J. Nevin Robbins spent large blocks of his own personal time to assist me. I know of him doing the same for others, also. Time he freely gave to help another person, even if they were not his students.

Such concern for others is an example which each person who dares to call himself an educator should attempt to emulate.

Dr. Erik J. Meyer is the second gentleman in this group of three. When I had only a baccalaureate, and some experience in teaching for the Air Force, Erik took a chance with me. He agreed to let me teach a portion of his classes as a resource person. That was nearly three years ago and I'm still doing it. Since then, his encouragement and understanding were vital to my academic efforts.

In addition to the normal stresses to my personal, family, and social lives, the requirements of my academic career have made excessive demands on my work. Numerous times courses were scheduled so that I had to make my office hours different than those of my colleagues if I were to attend. Necessary meetings were also held during work hours. And, I've found myself taking more vacation time in the last six months than I'd taken in all of the prior two years; all of it to meet the requirements of my personal schooling. Throughout all of this my supervisor, Chief Master Sergeant Earl L. Land, supported me and patiently encouraged me to continue.

I would have never attempted one graduate program, much less two in two and a half years, without the concerned understanding and support of these three men. Also, I know that my pen would have never touched paper to start this report without their support. Therefore, anyone who reads this report and finds something of use on its pages also owes a debt of gratitude to them.

ALLAN T. PERKINS

CHAPTER ONE

INTRODUCTION

How can the distinctive and individual needs of adult learners be met with limited financing? This is a question which local, county, state, and federal governmental bodies (and educators throughout the country) must answer if the full potential of all citizens is to be realized. This country can no longer afford to teach a child the basics needed to survive in our society -- then stop the process. Our way of life is constantly changing at a rapid rate, and has been for the last few decades. If the individual citizen does not also continue to grow and learn he, or she, will soon lose ground, and in time, no longer will be able to cope.

One of the more innovative methodologies developed to meet these needs is the learning exchange. The purpose of this project was to provide a comprehensive plan for the development of a network of learning exchanges to serve the adult learners of the three counties on the Mississippi Gulf Coast.

Statement of the Problem

The problem studied in this project was how to provide the information and services needed by the adult learners of Hancock, Harrison, and Jackson Counties in Mississippi. The problem was

addressed by providing the planning needed in order to implement a learning exchange network serving these counties.

Objectives

The objectives of this project included:

1. To plan a regional learning exchange network which will meet the variety of learning needs of the adults of the region.
2. To provide a central clearing house for all adult educational programs in the region.
3. To meet the above objectives in a cost effective manner.

Limitations

While a complete program plan was presented, no effort was made to implement the plan. The officials who must work together if the plan were to be implemented were, however, interviewed as part of the study.

The learning exchange network outlined was tailored for the Mississippi Gulf Coast. Changes in funding, program scope, and implementation detail will all have to be made before it could be used elsewhere.

Procedures

The procedures which were used in this study are really quite simple. They were implemented in three phases.

First the literature was reviewed. This review included the literature concerning adult learning theory and the theory of androgogy, the concept of self-directed learning and self-directed learners, learning networks and exhanges. The study of learning networks and exchanges included the available literature on successful and failed programs highlighting the planning, developing, and implementing of such programs through the first two years of operation.

During the next phase of the study three survey questionnaires were developed, administered, and analyzed. One of these was used to interview officials of the organizations and agencies which would serve as the network host agencies. The second was used to interview representatives from the many mass media agencies on the coast. The third questionnaire was used to interview representatives from a sample of the larger organizations in the region who might be asked to serve as sponsors for the network.

Once the surveys had been completed the third and final phase of the study began. It consisted of using all the data obtained from the review of the literature and the survey questionnaires and designing a learning exchange network for the Mississippi Gulf Coast. The final design, which according to the data obtained would have the best chance of succeeding, is presented in this paper.

Assumptions

In order to complete a problem of this scope, within the constraints identified, some basic theoretical assumptions must be made.

Assumptions which are made in this study include:

1. That Knowles' theories of adult learning are correct.[1]
2. That adults in this region take part in self-directed learning projects at the same rate, with the same scope, and in the same depth as those in other part of the country.[2]
3. That a network of learning exchanges can provide for the learning experiences described in assumption number two.
4. That the educational agencies in the region are willing to work together to better serve the adult learners of the region.

Definitions

The following terms are defined in order to ensure clearer understanding of the scope of this project.

1. Learning exchange A learning exchange is an agency which provides an individual person the capability to teach, learn, or share knowledge and skills with another individual in an informal and non-traditional setting. The typical learning exchange does not require testing, grades, credits, or any other such devices common in the traditional learning environment. Other terms commonly used to define such agencies include "learning network" and "learning web".

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[1]Malcolm S. Knowles The Modern Practice of Adult Education (Chicago: Association Press, 1980), pp. 40-59.

[2]These factors were studied by Allen Tough, Patrick R. Penland, and others. This information will be covered in the final paper under the heading of "Review of the Literature".

2. Learning exchange network This is a term coined for use in this paper. It defines a coordinated group, or network, of learning exchanges which have been designed, developed, and operate in one geographical region. Such a network would be operated as a single organizational unit.

3. Network exchange A network exchange is one of the individual operating locations within the Learning Exchange Network. The network exchanges are identified as either satellite exchanges, or the master exchange. The Master Network Exchange is the central operating location for the entire network, therefore, the network director would work out of this location.

CHAPTER TWO

REVIEW OF THE LITERATURE

A review of the literature for a project concerning how to set up a learning exchange network could be expected to discuss such as:

— What is a learning exchange?

-- How do learning exchanges work?

-- How effective are they?

And indeed, these questions, and others, will be addressed in this review. However, it proved useful to first review the literature available on adult learning. The literature reviewed included the theory of adult learning, adult learning needs, and methods designed to meet these needs. The agency models reviewed include the free university, the learning exchange, and the learning brokerage.

Adult Learning Theory

The most recognized theory of learning for adults is the concept of andragogy. The one person in this country who has been given the most credit for advancing this theory is Malcolm S. Knowles. Knowles, however, has credited European educators with coining the term.[1]

As Knowles explains it, andragogy is the "art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children."[2] When using the andragogical model an educator would see the learner as a self-directed, self-motivated person. The learner would not necessarily be taught in the traditional sense, but might be guided toward a point where he, or she, could learn without the need to be dependent on the instructor.[3] Knowles also believed that what a learner might already know would effect their future learning -- the more learned, the richer the internal data base the learner would have to draw from for future learning.[4]

Another of Knowles' beliefs was that adults want to learn. When they see that learning something will help them cope with real life problems, or in other ways meet their personal needs, adults will eagerly learn.[5] In fact, studies by Allan Tough and Patrick Penland

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[1] Malcolm S. Knowles, The Modern Practice of Adult Education (Chicago: Association Press, 1980), p. 42.

[2] Ibid., pp. 42-43.

[3] Ibid., pp. 43-44 & Exhibit 4.

[4] Ibid.

[5] Ibid.

show that adult learners many times initiate the learning themselves.[6]

Finally, because the learner has chosen to learn in order to meet definite needs, the learning should be geared toward developing those competencies which would be used to meet those specific needs; and not toward teaching subjects in the traditional sense.[7]

In short, andragogy is a theory that is based on the idea that adults want to learn those things which will better equip them to meet their individual and personal needs. Andragogical theory also suggests that adults are self-directed learners in that when a learner recognizes a need to know something he, or she, will use any resources available to meet the need.

Adults as Self-Directed Learners

It was said earlier that under the andragogical model adult learners, and indeed all learners, are believed to be self-directed. Several studies have been accomplished to address the question of whether or not adult learners really are self-directed. One of the

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[6]Allen Tough, Major Learning Efforts: Recent Research and Future Directions (Ontario: Ontario Institude for studies in Education, 1977), p. 5. Patrick R. Penland, Self-Planned Learning in America. Paper presented at the Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978), p. 7. ERIC Document ED152 987.

[7]Knowles, The Modern Practice of Adult Education, pp. 43-44 & Exhibit 4.

first to research this question was Allen Tough. Another prominent researcher in the field was Patrick R. Penland of the University of Pittsburgh. Tough found that adults take part in what he refers to as "Major Learning Projects". He defined a learning project as;

> A highly deliberate effort to gain and retain certain definite knowledge and skill, or to change in some way. To be included, a series of related learning sessions (episodes in which the person's primary intention was to learn) must add up to at least seven hours.[8]

This same definition of a learning project was used as a basis to start from in just about every study that followed.[9]

Penland took this definition one step further, however, by explaining an "episode".

> Episodes are not just theories imposed on human behavior but correspond to actual "chunks" of time and activity into which most adults divide their working hours in everyday life. This episodic "span of attention" may be as brief as ten minutes or last more than an hour.[10]

Reviewing the definitions presented above might lead someone to ask several questions, including:

-- How many adults take part in these major learning projects?

-- How often do they take part?

-- What topics are studied in these learning projects?

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[8]Tough, Major Learning Efforts, p. 3.

Tough, Allen, The Adult's Learning Projects: a Fresh Approach to Theory and Practice in Adult Learning (Ontario: Ontario Institute for Studies in Education, 1977), pp. 6-15.

[9]Penland, Self-Planned Learning in America, p. 5.

[10]Ibid., pp. 10-11.

— Are adults really getting quality learning through the use of self-directed learning projects?

An attempt will be made at this time to respond to these questions.

Allen Tough found that approximately 90 percent of all adults in the United States and Canada take part in at least one major learning project a year. After conducting an extensive study including numerous interviews he notes:

> First how many persons conduct at least one major learning effort during the year before the interview? The answer is probably 90 percent, though the range from one study to another is from 70 percent to 100 percent.[11]

In another study Tough found that:

> Only 10 percent of the adult's learning efforts occur through courses, classes, and workshops led by professionals. Another seven percent are guided by a professional helper in a one-on-one situation and three percent are largely guided by professionally prepared materials. All in all, then, only 20 percent of the adult's learning efforts are professionally guided.
> By contrast, 73 percent of them ... are self-planned. Another seven percent are planned by peers.[12]

A later study by Penland basically confirmed Tough's studies. He found that 80 percent of the adults in the United States take part in learning projects, and 76 percent of the adults in the country take part in at least three projects per year.[13]

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[11]Tough, Major Learning Efforts

[12]Allen Tough Choosing to Learn (Ontario: Ontario Institute for Studies in Education, 1979), p. 3. ERIC Document ED190 741.

[13]Penland, Self-Planned Learning in America, p. 7.

Yet another point which it might be helpful to consider is that this phenomena of self-directed learning is not restricted to one segment of the country. Penland states:

> In fact, this involvement is so widespread and has so democratically saturated the American population that the traditional demographic characteristics are no longer as effective in predicting the phenomena of self-initiated learning as they may still be able to do in formal learning.[14]

Tough even reported studies in other countries which have shown that a desire to take part in self-directed learning is not restricted to any country or culture.[15]

The phenomena of the self-directed learning project is not something a person takes part in on a "now and then" basis. Studies by Tough, Penland, and others show that the average self-directed learner takes part in five separate projects each year. Each of these projects will normally average 100 hours, with some projects taking in excess of 900 hours.[16] To dramatize the impact of self-directed learning in the United States and Canada, Allen Tough followed up the cold statistics by writing:

> Just for the run of it, what do these figures mean if we add up all the time spent at highly deliberate learning by all the men and women in the United States and Canada put together? They mean that each day they spend 150,000,000 hours at learning. They mean that each year they spend the equivalent of seven billion working days at learning.[17]

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[14]Penland, Self-Planned Learning in America, p. 7.

[15]Tough, Major Learning Efforts, pp. 8 - 9.

[16]Tough, Major Learning Efforts, p. 1. Penland, Self-Planned Learning in America, p. 8.

[17]Tough, Choosing to Learn, p. 1 - 2.

There is little doubt that there has been in the past, and still is, a lot of self-directed learning going on. And, the information and skills learned are as varied and intriguing as the curriculum selection available in any major university. Numerous research projects and studies bear this statement out.

Many of the studies conducted (including Gould in 1973, Coolican in 1974 and 1975, and Penland in 1978) covered the question of what areas self-directed learners prefer to study from a general prospective.[18]

In his study, Penland chose to divide the areas in which adults study into three broad groups.

> The topics of self-planned study can be grouped into those which are practical, interpersonal, and subject oriented. Practical topics predominate (75.9%) over the interpersonal (17.2%), with only a small proportion of attention given to formal subjects (6.9%).[19]

In his book, Diversity by Design, Gould grouped study topics used by self-directed adult learners by the uses of the study. These groupings included; vocational subjects (35.0%), hobbies and recreation (41.8%), general education (25.2%), religious studies (13.8%), personal

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[18]Samuel B. Gould, et al. Diversity by Design (San Francisco: Jossey-Bass, 1973), p. 17. Patricia M. Coolican, Self-Planned Learning: Implications for the Future of Adult Education (Syracuse, NY: Education Policy Research Center, Syracuse University Research Corporation, 1974) ERIC Document ED095 254. Coolican, Self-Planned Learning: Implications for the Future of Adult Education (An Addendum to the 1974 paper. Washington DC: Division of Adult Education, U.S. Office of Education, 1975).

[19]Penland, Self-Planned Learning in America, p. 10.

development (11.4%), public affairs (6.4%), agriculture (3.4%).[20] If these topics were grouped in a manner similar to that used by Penland they could be better compared with Penland's work. Such groupings are provided in figure 1, below. (You will note that the topic "hobbies and recreation" was not used in the figure. This is because it could be placed within any, or all, of Penland's groupings and no one satisfactory location could be found for it.)

While the data in this comparison above doesn't show a difference between the percentage of self-directed learning for the interpersonal and formal subjects areas, a difference which shows a marked leaning toward the practical subjects, and is readily apparent

FIGURE 1

GROUPING GOULD'S STUDY TOPICS WITHIN PENLAND'S

TOPIC	PERCENTAGE
Practical topics	
Vocational subjects	35.0
Home and family life	13.3
Public affairs	6.4
Agriculture	3.4
	58.1
Interpersonal topics	
Religious studies	13.8
Personal development	11.4
Area total	25.2
Formal subjects	
General Education	25.2

[20] Gould, et al., Diversity by Design, p. 91.

from Penland's study, is shown. In fact, all of the studies which were reviewed for this project showed the same leaning toward learning in practical areas of study. Knowles, Tough, Penland, Cross and others all found that self-directed learners tend to study those topics which they felt most met their perceived needs in day-to-day life.[21] Thus, these studies provide some substantiation for Knowles' theory of androgogy as discussed earlier.

However, this prevalence toward practical topics must not be construed to mean that what might be called "non-practical topics" are not learned by the self-directed learner. What one learner determines is a need may not be to another. This point can more easily be seen by reviewing the habits of specific groups of learners.

Several studies, including those of Gail Sheehy and Robert Havighurst, consider the needs of people at various stages of life.[22] In each stage of life people were found to have certain interests which were most important to them, but relatively unimportant to others. For the late teenager leaving home and setting up a new life is a strong urge; therefore, skills in coping with their new found freedom are important. On the other hand, the retiree in late life needs to feel useful, and learning to use his hands to make a child's toy becomes

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[21]Knowles, Self-directed Learning, p. 43 - 44. Tough, Major Learning Efforts, pp. 11 - 13. Gail Sheehy, Passages (New York: E. P. Dutton and Co., Inc, 1976), p. 188.

[22]Sheehy, Passages, p. 190. Robert J. Havighurst, Developmental Tasks and Education (New York: David McKay Co, 1961)

just as important. Learning macrame' may be an unimportant activity to a young single whose day is filled with work, friends, and learning to cope as an adult. But, the grandmother who has time on her hands and a desire to feel creative may find that macrame' is the perfect past time.

If adults use self-directed learning projects to learn many of the skills which are most important to them, a point which has been substantiated above, then do they learn these skills well? Or, are there other ways to learn which are much more effective? To answer these questions criteria for determining what is considered an effective program must be agreed upon. Thus, what criteria determine when you have an effective training program?

Malcolm Knowles recognizes that there is a time and place for other types of learning, but never-the-less he makes a strong case for self-directed learning.

> I think that self-directed learning is the best way to learn. I acknowledge that there are situations in which teaching, instruction, and even indoctrination are called for. But I also think that every act of teaching should have built into it some provision for helping the learner become more self-directing. I recognize that there are situations in which a person is indeed dependent in some respects, and that in these situations it is appropriate for him or her to be taught or directed. But I don't think that it is healthy -- or even humane -- for a person to be kept permanently dependent upon a system or upon another person.[23]

But, does humane action constitute better learning? If not, then what does? If the quality of learning can be judged by the amount of time spent on learning, then the quality of self-directed learning is

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[23]Knowles, Self-directed Learning, pp. 10 - 11.

high indeed. In his study, Penland discussed the length of time spent by adults on self-directed learning projects. He states:

> The length of time devoted to a single project may range from 1 hour to 900 or more; but the mean average is of 155.8 hours duration. Thus, self-initiated learning projects are on the average about 3 - 4 times longer than a typical 3 credit semester length course of about 45 clock hours.[24]

And, if the number of persons who assist the learner is an indicator of quality, self-directed learning once again receives high marks. Knowles, Tough, and Luikart all show in their studies that the self-directed learner will use the services of a long list of persons for help in achieving his, or her, learning goals.[25]

> It also turns out that self-planned learning is not nearly as solitary an approach as one might think at first. On the contrary, in each major learning effort the person obtains information, advice, encouragement, and other help from an average of 10.6 other people (Tough, 1967). We did not find anyone who got help from fewer than 4 persons, and the number of helpers was as high as 27 in one learning effort and 31 in another. Self-planned learning may well involve more human interaction than classroom learning does![26]

Then again, if care taken in planning and executing a learning program is to be used as the indicator of a good program, self-directed learning still ranks among the best. Tough, in his paper "Major Learning Efforts: Recent Research and Future Directions," quoted a study by Morris which suggested that self-directed learning projects are planned with great detail. In a different study Tough says:

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[24]Penland, Self-Planned Learning in America, p. 8.

[25]Knowles, Self-Directed Learning, p. 18. Tough, Choosing to Learn, p. 4. Clark Luikart, Social Networks and Self-Planned Adult Learning. Doctoral dissertation, University of North Carolina at Chapel Hill.

[26]Tough, Choosing to Learn, p. 4.

> Surveys have found that intentional self-planned learning is at least as important, relevant, useful to others, and successful as professionally-taught groups (Tough, 1979). It turns out that adults are remarkably capable of choosing, planning, and conducting their own learning.[27]

Penland noted in his 1979 paper that adult self-directed learners plan their learning so that they use a wide variety of resources. He further suggested that educators might take this into consideration when training resource persons.

> The tendency of respondents was to use a combination of all four major types of resources for information and planning: self as a resource; non-human resources (e.g., library materials); another person (e.g., a librarian); or a group. The findings of this study appear to have implications for such helping professions as librarianship. The role of librarian as learning consultant could be developed around the psychology of actual learning patterns rather than stem from the way instructors teach or librarians train laymen in library use.[28]

Carrying this line of thought one step further, Penland noted that the self-directed learner not only plans a learning project carefully, but gets better at it as time goes on.

> Competence in learning is a patterned activity designed to perform a coordinated set of behaviors and accomplish a goal set. Thus, it is not surprising to find that those who do undertake learning projects also seek better ways of going about those activities. They are open to advances in information retrieval and to opportunities for broader learning endeavors.[29]

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[27] Ibid., p. 5.

[28] Patrick R. Penland, Librarian Client Learning Projects: Final Report. (Pittsburgh University Graduate School of Library and Information Sciences, 1976), p. 3. ERIC document ED 143 375.

[29] Penland, Self-Planned Learning in America, p. 9

From the discussion above, we see that the self-directed learner spends large amounts of time studying a single topic, uses more resource people than normal, takes great care in his or her learning, tends to be a more independent learner, and to top it all off gets better and better at learning as they do it. No matter which indicator is used as the criteria to judge effectiveness, self-directed learning rates high.

To top it all off, self-directed learners are "coming out of the closet and being recognized as the scholars they truly are. As Coolican noted;

> It appears the major question is no longer participation vs. non-participation. Almost everyone undertakes learning projects to some degree.[30]

Learning Exchanges
Learning Brokerages, and
Free Universities

Learning exchanges, learning brokerages, and free universities; these models have many points in common, yet each is a separate and distinct type of service organization. This section will be devoted to a discussion of the similarities of these services, a brief description of each, and a detailed explanation of the learning exchange to include; the development of learning exchanges, their growth, their successes and failures, and their potential for the future.

One of the first points which becomes apparent to the person studying these service models is that none of them fits any of the

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[30]Coolican, Self-Planned Learning, p. 13.

traditional models of an educational agency very well. None of them require degree plans, formal testing, credit, or any of the other trappings of formal educational institutions. While classes may be provided by a free university they are usually of an informal seminar type and usually will not be guided by a plan of instruction or syllabus as a traditional class might be.

A second point these models share in common is that each of them is most often operated by the educational laymen, not by the trained educator. (A point which may help to explain why they also share a very high failure rate.)

These programs are also usually funded on a shoestring, and ask for little or no return from the learner in the way of fees and tuition costs to cover expenses.

Learning exchanges, learning brokerages, and free universities are most often sponsored by;[31]

Libraries

Cooperative Extensions (Agricultural Extensions)

Small private colleges

Recreation Departments

YMCAs and YWCAs

College unions

Churches

Community centers and organizations

In the South in general, and on the Mississippi Gulf Coast in particular, it would appear that the public school districts should be

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[31] William A. Draves, The Free University: A Model for Lifelong Learning (Chicago: Association Press, 1980), pp. 237 - 253.

added to this list. For indeed, the "community education/adult education" program developed as extension public service activities of many public school districts meet most, if not all, of the requirements to be classed as a free university. Where these public programs differ from the classic free university model is that they offer ABE and GED courses, and some vocational/technical offerings, which are paid for wholly, or partially, using government funding. The instructors for such training usually have some training and are also often paid using government funds.

The free university

Free universities are non-traditional programs which are designed to give the learners in the community the learning experiences they need without all the traditional trappings. Such programs usually offer a wide and varied selection of learning experiences for little or no fee. As was stated earlier, the offerings of the free university are usually provided as workshops, seminars, or as a series of loosely structured class sessions where the learners tend to share on an equal footing with the facilitator.[32] The offerings of the average free university might include:[33]

Aerobic exercise

Public relations for non-profit organizations

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[32]Ibid., p. 8.

[33]Friends of the New Orleans Public Library, Free University: the bulletin of the Free University of New Orleans, Fall 1982.

Writer's workshop

Jazzercise

Basic bicycle riding and maintenance

Death and dying: a chat with your funeral director

Introduction to Spanish

Crossword crafting

Effective Communications and thirty or more

other programs

There are also a limited number of successful free universities in the country which are targeted for specific groups of people. By far one of the most successful is the Advisory and Learning Exchange from Washington D.C. This program, started in 1971, was designed to meet the needs of public and private school teachers in the greater Washington area.[34]

While, as was stated, the Advisory and Learning Exchange began as a teacher resource, an introductory article which later appeared in its bulletin suggests that the Advisory has taken on a broader role in providing for educational opportunities of the learners of the Washington area.

> The Advisory and Learning Exchange is a service-oriented non-institution that is dedicated to the personal growth of people in the total Washington community without regard for role or profession. We join in learning more about learning and how to nurture it in children and in ourselves: learning that will fit us for both living in the world as it is and working for the world that can be.[35]

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[34]Alan Markowitz and Francis Haley, The Advisory and Learning Exchange: the sharing of knowledge and concerns (Bolder: Social Science Education Consortium, 1973), pp. 1 - 3.

[35]Advisory and Learning Exchange, The Advisory and Learning Exchange Newsletter (Washington DC, 1973), p. 1.

Alan Markowitz and Frances Haley of the Social Science Education Consortium studied the Advisory and Learning Exchange and published their findings in a paper entitled "The Advisory and Learning Exchange, the sharing of knowledge and concerns."[36] In the introductory remarks of that paper they note:

> In pursuing the objectives of encouraging, organizing, connecting, and facilitating learning and growth experiences for those in the Washington community, the Advisory and Learning Exchange has identified a series of program strategies which include workshops, support, and assistance of individual and whole schools, operation, and maintenance of a material and information center, and liaison and influence with District of Columbia Public Schools and other organizations.[37]

The Advisory and Learning Exchange displays several traits which appear to be vital to a free university if it is to survive. (In truth these traits are vital to any of the organizations discussed in this section.) These important traits include: the flexibility to change the scope, offerings, and general goals of the organization with changes in the community being served, sound funding, proper planning, and good management.

Learning Brokerages

Knowles tells us that the concept of educational brokering is not new. As an example, he cites the Educational Exchange of Greater

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[36] Markowitz, The Advisory and Learning Exchange, p. 1.

[37] Ibid.

Boston (formerly the Prospect Union Educational Exchange) which has been in operation since 1923.[38]

The concept of brokering has grown and nurtured until, in 1976, the Center for Educational Brokering described brokering as:

> "An intermediary function, a mechanism by which adults may take advantage of the broad array of learning opportunities in their communities. Brokers aid individuals through advisement, assessment, and advocacy as they move into the often strange territory of postsecondary education. Brokers help people make personal and career decisions, select appropriate educational resources, and embark on learning programs. The distinctiveness of brokering arises from (1) the ways clients are reached and served in their own communities, usually utilizing existing resources, and (2) perhaps most important, the new educational role of client advocate. The interests of individuals, not institutions, is the focus of brokers' advocacy efforts.[39]

Brokering really took root and flourished in this country in the mid 1970s. One reason for this may be primarily financial in nature. Many brokerage agencies were started using funds provided by the federal government through the Fund for the Improvement of Postsecondary Education and the National Institute for Education.[40]

Knowles noted four patterns of organization which he felt were showing themselves among the newer agencies. These included:

> (1) free-standing agencies, which are attached to no other institution and are supported by combinations of client fees, state and federal funds, and contracts with corporations; (2) new units in existing systems (such as the Hudson Community College in Jersey City), in which governing

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[38]Malcolm S. Knowles, "The growth and development of adult education" a chapter in Building an Effective Adult Education Enterprise (San Francisco: Jossey-Bass, 1980), p. 37.

[39]Ibid., pp. 37 - 38.

[40]Ibid., pp. 38 - 39.

> structures are linked to the broader system and funding comes mainly from that system; (3) consortium centers, in which a headquarters staff coordinates a network of counselor-advocates situated in the individual colleges of the consortium who advise clients of learning opportunities throughout the network; and (4) new units within established institutions (such as the School for New Learning at DePaul University) which are funded and administered by a single institution yet refer clients to a variety of institutions.[41]

Learning Exchanges

Learning networks are probably the most radical of the models discussed in this review of literature. They are similar to the Information and Resource files kept by many library systems, only larger and more comprehensive.

The typical learning network, or learning exchange as they were originally called, is run by a very small paid staff and a lot of volunteer time. Typically a client either calls the learning exchange by telephone or visits in person. When they do they are counseled to determine their educational needs and talents. They are then provided with the necessary contact information (name, address, telephone number, etc.) to allow them to obtain the knowledge and skills they need from one or more other network clients. Any talents which the new client possesses and wishes to share are recorded so that other people can benefit from their experiences, skills, and knowledge.[42]

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[41] Ibid.

[42] Lewis, George R. "A Comparative Study of Learning Networks in the United States." A Ph.D. dissertation, Northwestern University, June 1978, pp. 16-18.

If this concept of the learning exchange seems somewhat radical and revolutionary there is good reason. The concept of the learning exchange was developed in a very revolutionary time by people with revolutionary educational ideas.

Ivan Illich, the founder of the Center for Intercultural Documentation (CIDOC) in Cuernavaca, Mexico, and the leader of the CIDOC's annual seminars on "Alternatives in Education," Everett Reimer are credited with several dramatic and revolutionary ideas.[43] Some of their findings included:

> 1. Schooling is not an economically feasible way to achieve universal education;
>
> 2. Schooling encourages the development of competitive consumption and institutional dependence;
>
> 3. Compulsory attendance and prepackaged curricula tend to curtail rather than enhance the right to learn for many people; and
>
> 4. Certification through schooling tends to equate class attendance with competence and limits the number of available educational opportunities.[44]

The learning exchange was developed as a reaction to these findings. To meet needs which were, and at times still are, not met through more conventional educational channels. The development of the learning exchange was not an easy process, however. The learning exchange movement has had to deal with several severe problems. Among them are financing, personnel, organizational, and publicity problems.

As was discussed earlier, most learning exchanges were created,

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[43] Ibid., p. 2.

[44] Ibid., p. 1.

organized, and operated by educational laymen. The earliest learning exchanges were started on college campuses as a reaction, and supplement, to the formal learning of the related institutions. In his study "A Comparative Study of Learning Networks in the United States," George R. Lewis noted that the vast majority of those who were responsible for the earlier learning exchanges either had studied under Illich and Reimer, or had read and believed in their work.[45]

When he attempted to interview the founders and administrators of all the learning exchanges created up to the date of his study (1978), Lewis discovered that the founders of many of the programs which failed were not prepared to take on such a commitment.

> The founders and administrators of the unexamined inactive models tend to be more mobile and make more frequent job changes (thus, more difficult to locate) than the founders and administrators of the inactive models examined by this study. If this is true, it would suggest that in order to make a learning network successful, a sincere, long-term commitment on the part of the founders is important...many probably expect "instant success" and when that was not forthcoming, they decide to move on to something different.[46]

Lewis quotes one learning exchange founder who found that his replacement as director may have also fit into this mold. Doctor Eugene Johnson, founder of the Community Education Project of the San Bernardino Valley College was quoted as saying:

> My successor did not have the degree of commitment necessary to continue it because he became interested in city politics.[47]

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[45] Ibid., pp. 89-91.

[46] Ibid., p. 84.

[47] Ibid., p. 85.

The degree of commitment needed was not the only shortcoming experienced by the early learning exchange directors. They possessed a very poor concept of funding such a program. Lewis suggests that this may be due to their revolutionary background and philosophy, and the low levels of management skill and fiscal sophistication they possessed.[48]

Lewis found that the average learning exchange was started with a working capital of less than five hundred dollars. In fact, six started with less than one hundred dollars.[49] Bill Draves, one of the predominate names in the free university and learning exchange movements, seems to substantiate the belief that such funding would lead to a successful program. In a manual edited by Mr. Draves and Cathy MacRunnels, he writes:

> To start a program you need only a borrowed phone and office, and human energy. Money is not critical. Programs can run on $80 or less per year. After your program is started, you may want to grow and hire a part time paid staff person, but that comes later in the development.[50]

This lack of fiscal concern was evident when Lewis studied the operating budgets of learning networks. He found that the average income available to operate and expand a learning network was $4,487.[51] In fact, when Lewis asked each learning exchange founder what they believed the optimum operating budget for their organization

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[48]Ibid., p. 95.

[49]Ibid., p. 93.

[50]Bill Draves and Cathy MacRunnels, "The Free Univ-Manual", (Manhattan, Kansas: University for Man, 1978), p. 240.02. ERIC Document ED 175 299.

[51]George R. Lewis, "A Comparative Study of Learning Networks in the United States", p. 95.

should be the average obtained was just over fifteen thousand dollars.[52] That amount, of course, is hardly enough to pay rent on office space and the utility bills, much less paying for printing, advertising, personnel, mailing, and many other costs of such a program. A quote of Peg Johnston, founder of the Bingham Learning Exchange, which Lewis uses may help to explain part of the problem:

> It seems as if we, and most of the other people I know in the movement, have a 'money hang-up'. We're just very reluctant to ask our people (network participants) for money.[53]

Lewis continues by noting:

> The adage among fundraisers that 'you don't get money unless you ask for it,' seems to hold true for many learning networks...on the other hand, it suggests an anti-capitalistic orientation on the part of many learning network organizers.[54]

Once again, we see that the founders appeared to be naive concerning financial reality.

Draves' remarks, quoted earlier, may well give the reader a glimpse of the degree of planning put into the organization and management of early learning exchanges. The founders of the early learning exchanges appeared to be as naive about management and business sense as they were about financial matters.

The methods used to organize information concerning the clients and their needs may serve as an example. Lewis found that the vast majority of the programs he studied kept this information on three by

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[52] Ibid.

[53] Ibid., p. 96.

[54] Ibid.

five cards in two files.[55] The first was a master file containing the names, addresses, and phone numbers of each client. The second a topical file of the needs of the clients. Many networks topical files into three subfiles: a teacher/tutor file, a learner file, and a sharer or interest matching file. The cards in the topical files typically include the name, phone number, and special topical requirements of the client.[56]

One exchange, the Frount Free School of Burton, Michigan, also used three by five cards but instead of filing them for future reference, the cards were placed on "two massive bulletin boards" in the exchanges' hot line office.[57]

In discussing the learning exchange administrators' views of their filing systems, and his insites into these systems, Lewis noted:

> For the most part, interviewees indicate that the information systems they used are adequate to serve network participants. They feel the major advantage is that the systems are inexpensive to maintain and simple to use. While this may be true, information storage and retrieval systems can and should be used, especially in view of the many operations involved in providing a quality service (e.g., file updating, cross referencing, systematic mailing, and marketing reserach). Moreover, when the size of a network's clientele passes a certain point, the index card system becomes cumbersome and inefficient.[58]

Just as interesting, Lewis found that only six of the fifty-two learning exchanges he identified had any type of backup documentation for the card files.[59]

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[55] Ibid., p. 100.

[56] Ibid.

[57] Ibid., p. 100.

[58] Ibid., pp. 100 and 102.

[59] Ibid., p. 101.

Lewis continues his study by noting that:

> Two major problems facing all learning networks are: 1) the updating of the data base; and 2) the obtaining of feedback from the clients.[60]

These two problems are very closely related. If a good feedback program is developed, and used, the data obtained can be used to update the data base, and to help solve any problems the clients may be having in meeting their learning needs.[61]

In studying the management structure of learning exchanges with ties to other institutions Lewis found that the sponsoring institutions normally take legal responsibility for these networks and the staff of the exchanges make the policy and operational decisions.[62]

Most independent programs reviewed developed a Board of Directors to make policy decisions. The staff is then asked to make only operational decisions.[63]

Lewis found that this separation of power was important because the members of the local community tended to perceive that "a board of directors are representatives of the society in which the organization functions and they receive no compensation from the organization."[64] Most learning exchanges tended to use people who were willing to help make the program work for their boards of directors without regard for their stature in the community being served.[65]

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[60] Ibid., p. 103.

[61] Ibid., pp. 103-104.

[62] Ibid., pp. 114-117.

[63] Ibid., pp. 112-117.

[64] Ibid.

[65] Ibid., p. 112.

Both Lewis and Draves were quick to note that this was not necessarily a good policy. Draves said:

> ...it is key to have a group of influential community and civic leaders behind the program. They do not need to do the work but they need to be supportive of the program for it to succeed. The advisory board members can also provide contacts and perhaps funding. Potential board members include: school principal or superintendent (very important), extension agent or home economist (important), lawyer businessmen, banker, minister, newspaper editor (can be helpful). To make sure the advisory board is behind the project from the start, talk to these individuals even before your committee is formed. They should be invited to the first meeting if possible. Make sure they are included in the formation of the program. After you have viisted each one of them individually select those persons who are both leaders in the community and also people who understand and support the program.[66]

Many learning exchanges will use professional people as advisors instead of board members. Advisors may or may not get paid. Lewis notes that they are not normally responsible for the organization nor do they normally have any policy-making powers.[67] Lewis goes on to show how professional people as advisors or board members can be used to suggest that the calibre of the network is high:

> As with other types of not-for-profit organizations, some learning networks print the names and affiliations of board members on their stationary and other materials that are seen by the public. Such a practice is quite useful since it communicates to the public that there are <u>real</u> people behind the organization. In essence, the more well-known the list of board members, the less the organization will tend to be viewed with skepticism or suspicion.[68]

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[66] Draves, "The Free University Manual", p. 240.02.

[67] Lewis, George R., "A Comparative Study of Learning Networks in the United States", p. 115.

[68] Ibid.

As a rule the learning exchanges in Lewis' study used a wide variety of methods to present their programs to the public.

> The most heavily used media have been radio PSAs', newspaper articles, posters, distribution of catalogs/newsletters, public speaking, and radio interviews. Except for the printing of the catalogs/newsletters, all of these items are relatively inexpensive.[69]

Unfortunately, these programs tended to also be less effective than they should be. Lewis concludes his discussion of the media programs of present learning exchange models by stating:

> Even though learning networks have many communications channels open to them and network staff have devised many creative ways to inform the public about their service, at the time of this writing not one organization has conducted a comprehensive market research study to determine the best message to use in attracting likely participants to the network. Because of this, most, if not all, of the messages used by networks tend to be amateurish and lack a coordinated, concentrated focus.[70]

The gloomy research findings discussed in this section on learning networks must not be construed to mean that the learning network model is a total failure. Because that just is not the case.

The top example of the successful learning network is the Learning Exchange of Evanston, Illinois. The Learning Exchange had been in operation for six and a half years at the time of Lewis' study, having opened its' doors in 1971. At the time Lewis was gathering his data the Learning Exchange served 10,000 clients a year offering help in more than 3,000 topics. More than 5,000 of the clients served as teachers, or tutors, for one or more subjects. In each case the learner and the tutor planned the program between themselves. This planning

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[69]Ibid., p. 104.

[70]Ibid., p. 107.

included when, where, how, and how much was to be learned.[71] Each tutor serves as an independent agent. They are not paid by the Learning Exchange, but some charge a small fee, which they arrange with each learner they assist.

> Approximately 70 percent of the network teachers charge for their services, often on a sliding scale based on ability to pay. The hourly rate generally ranges from $.50 to $10.00 an hour depending on the subject, teacher, and number of people in the group. The other 30 percent either provide their services at no charge or develop some sort of mutually agreeable exchange arrangement, e.g., "you teach me Spanish and I'll show you how to play the guitar," or "you teach me calculus and I'll do your typing." The Learning Exchange receives no commissions from teachers who choose to charge fees.[72]

The success of the Learning Exchange has attracted attention from throughout this country. This very successful program has been the focus of feature articles in publications such as: Reader's Digest, The Wall Street Journal, Psychology Today, McCalls, Christian Science Monitor, Time, and U.S. News and World Report.[72]

All in all, the Learning Exchange proves that the concept of the learning network can work, and can be a successful tool for individual learners to meet their educational needs. Many of these learners don't wish to take part in traditional programs with all of the requirements which are normally attached to them. As one of the best known self-directed learners in this country, Albert Einstein, was quoted saying, "Compulsory Schooling is like compulsory spinach."

Why should any adult learner in this country be asked to take spinach when they could just as easily have a vast smorgasboard of learning opportunities?

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[71] Ibid., p. 17.

[72] Ibid., p. 55.

CHAPTER THREE

SURVEY DATA

Three survey type instruments were used to gather the data for this study. One was used to interview representatives of each organization which might be expected to serve as the host agency for one or more network center. The second was used to collect data from each mass media organization in the three county region. The third instrument was used to gather data from a sample of those commercial concerns which might be expected to serve as sponsors of the network.

This chapter has been devoted to discussing each of these surveys in turn. Each discussion will include comments on the instrument used, the method used to gather the data, an overview of the data obtained, and some implications of the results found. A sample of each survey instrument used has been provided as Appendixes A, B, and C.

Host Agency Survey

The traditional learning exchange/learning network model has been used as a single operational location which provides all of the services which the organization will provide to the community. The traditional model has also usually been placed in a large population area which would include at least 100,000 persons. There is no such population

center on the Mississippi Gulf Coast. There is a population of more than 150,000 in the three counties of the region, however. To serve this large, but wide spread, population this study was developed using a revised learning network model. The revised model, or Learning Exchange Network model, consisted of sixteen Network Centers, or operating locations, spread throughout the three county region.

This study was designed with the idea of placing the Network Centers within existing library and adult educational facilities. This tactic was used in order to reduce the implementation and operational overhead expenses, serve the public in locations which are already familiar, provide for better coordination between the many service agencies, and make use of the neighborhood ties which exist in some portions of the region.

There was, however, no way of knowing if the support was really available from the agencies involved in adult education. To determine if such cooperation was available an instrument, shown in Appendix A, was developed to survey those "host agencies".

The Director or Head Librarians of each library system was interviewed using this instrument, as were the Directors of each adult education program operating within a public school system in the region.

Whenever practical personal interviews were held with the respondents of this survey. All but two of the respondents to this survey were interviewed in person. The responses of those who were interviewed over the telephone showed no deviation from the responses of those persons who were interviewed in person.

Appendix D depicts the results of those respondents who were from adult educational programs, while Appendix E depicts the result of the survey of the librarians. Appendix F shows the results of all of the host agencies in combination.

The most overriding point, which stood out from the rest of the data gathered in this survey, was that the personnel directly responsible for educational programs for adults on the Mississippi Gulf Coast favor a program similar to the one designed in this study. The fact is, not one respondent indicated that a program such as the Learning Exchange Network should not be developed. There were, of course, some variances in response. Those variances will be covered below.

The first area to be looked at is in the prior knowledge the respondents had of the concepts of the learning exchange/learning network and the learning brokerage. As shown in Appendix F, 50 percent of the personnel interviewed had prior knowledge of the learning exchange. Forty percent had prior knowledge of the concept of the learning brokerage. These figures represented the largest percentage of prior knowledge of these concepts found in any survey taken as part of this study. This large percentage of respondents with of prior knowledge is understandable when the data from Appendixes D and E are reviewed. All of the directors of adult educational programs were aware of these concept prior to the interview. Only one of six librarians interviewed had prior knowledge of learning exchanges. None of the librarians had prior knowledge of the learning brokerage concept.

As was stated earlier in this chapter, all of the respondents felt the Learning Exchange Network was a good idea and should be developed. However, two of the respondents stated that they were not sure the boards of directors of their agencies would agree to such a program. The reasons give in both cases dealt with financing. Both were serving as directors of adult education programs in school districts which expected them to operate within a very tight budget.

Several comments about the need for a program such as the Learning Exchange Network were also recorded. Included were the following:

> It would provide for better interagency cooperation.
>
> We are interested in any way we can find to get information to the public.
>
> Too many times different agencies are duplicating services. Such a system would help eliminate such duplication.
>
> Your idea is great; but have you also considered brokering other services also, i.e., Lions, Social Services, Family Courts, etc.

This last idea was not foreseen. Due to complications it would cause in this study, this idea was not added to the implementation plan which is presented as Chapter Four of this report. However, it was felt to be worthy of consideration as an addition once the basic model has been implemented and is operational.

In response to question four, dealing with the services and facilities each host agency would provide in order to allow for a Network Center at their facility, most responses were positive. Some negative and unknown responses were received, however. One adult

education program director did not know what response the local school board might give to the idea of using school personnel to operate the Network Center at their location. The respondents reasoning for his answer was based on the fact that there were no full-time employees in that particular program. Even the Director's position was a part-time one, and the incumbent worked as an assistant principal in a local junior high school as his full-time employment.

When the question was raised of having a representative from each host agency serve on the Network Executive Board the response was encouraging. One librarian was not sure that her board of directors would agree to provide a representative. Most personnel interviewed were positive on the matter, however. Four of the respondents stated that they would personally like to serve on the executive board of the Learning Exchange Network if it were to be implemented.

Question four on the host survey dealt with the host agency providing space for the Network Center in their facility. The lone negative reply was received from a librarian who stated that there wasn't room for the services presently being provided in the facility available to the library. Other agencies suggested that this would be a problem with them also, but, not one which could not be overcome.

Questions five and six represented the final portion of the host survey. These questions were placed in the survey to determine if those agencies which provided classes for adults would agree to have those classes brokered by the Learning Exchange Network. Six of the ten agencies surveyed offered some type of classes for adults. All of those

agencies which said they offered adult educational programs were favorable of the idea of brokering their programs.

The returns on the host agency survey were conclusive. Those people who are responsible for adult education programs and library systems are in favor of a program such as the Learning Exchange Network. The results of this survey also suggest that these people would actively support such a program. And, the support of the adult educators and librarians in the region would be critical to the success of such a program.

Media Survey

A program such as the Learning Exchange Network could not be expected to operate effectively without a large amount of community support. And, the community support needed could not be generated without support from the local media. The second survey instrument designed and used in this study was aimed toward determining the amount of cooperation and support which could be expected from the mass media in the region.

A sample of the survey instrument used has been provided as Appendix B to this report. The first part of this survey instrument covered information common to all media organizations and is similar to the first part of the host agency survey previously described. The second part of the media survey was designed for the broadcast media (radio and television), while the third part was designed to for the print media (local daily and weekly newspapers). A summary of the data obtained from part one of the survey is provided in Appendix G.

Appendix H depicts the data obtained from part two, while Appendix I depicts the data obtained from part three of the media survey.

Only two respondents of the media survey had prior knowledge of the concept of a learning exchange. While only one had prior knowledge of the concept of a learning brokerage. This finding of a lack of understanding and knowledge of these concepts was not believed to be unusual when it is realized that none of the respondents were educators. (One did state that he had served on a school board, however. He was the respondent who had prior knowledge of the concept of the learning brokerage.) In the case of the newspapers, the editors were interviewed. While with two exceptions, the operations/program manager of the radio and television stations were interviewed. The two exceptions were two of the larger broadcasting organizations on the coast which had full-time public relations managers. In these cases the organizations requested that the public relations manager be interviewed. All of the media surveys were administered by means of in-person interviews.

One might expect, with such a lack of prior knowledge, that there would be a certain amount of skepticism. With one exception, however, this just was not the case. In fact, once the concepts of the learning exchange and the learning brokerage were explained to them, along with the scope of this study, the respondents were helpful to the extreme.

The broadcast agencies studied included one television station and six radio broadcasting agencies. (It should be noted that several of the radio agencies operated more than one station. In these cases a

representative who could speak for all stations owned by that agency was interviewed.) With one notable exception, the broadcast agencies studied displayed a very definite pattern in their willingness to support the type of program advanced in this study.

The broadcast media could be expected to air public service announcements concerning a program such as the Learning Exchange Network. It was also found that the broadcast agencies would air news stories concerning the Network on a case by case basis. The individual agencies studied, and in one case the individual stations from the same agency, wished to retain the right to determine the news-worthiness of each story on a case by case basis. The agencies' assessment of the news-worthiness of any one story would then become a prime determining factor as to whether or not the story were to be aired.

The subject of providing on-air interviews was another area where the broadcast media appeared to be willing to support a program such as the one studied here. Most of the agencies surveyed had some type of regularly scheduled interview program. These were typically aired on Sunday or late on a week night. None of these programs were aired during the prime time hours, and all were considered public service news programs. The respondents did act favorably toward interviewing Learning Exchange Network officials on these programs.

Many of the radio stations studied would also allow the individual station personalities to interview persons as part of their regular music and entertainment programs. Such interviews were often seen as both a public service and a means to diversify the programming. In such cases the interview is interspersed between the music and commercial breaks which would normally make up the programming.

An intelligent educator serving as the Network Director might cultivate a working relationship with several on-air radio personalities and use occasional on-air interviews to get specific points of the program in front of the public attention at the appropriate times. Such a technique would work especially well if the stations chosen were of different types and served different markets. (i.e., a country station in one town, a pop station in the next town, and a religious station in yet another.) The stations chosen should be the more popular ones to ensure the largest audience. In the same way, the more popular on-air personalities should be the ones contacted. Such a strategy would require the Network Director, or other official involved, to listen to each station, ask others of their likes and dislikes in local programming, and then carefully plan the publicity program. But, the resulting benefits could prove to be worth this extra work.

Just as there was a very pronounced pattern of support found in the data obtained from this survey, there was a very definite pattern of services which a program such as the Learning Exchange Network could not expect to receive. One of these services where support could be expected involves submitting stories concerning the Network to regional and national news networks and wire services. Only one respondent felt that his agency would do so. There also appeared to be little support among the media organizations surveyed for the commercial sponsorship program presented in this study.

In summary, the data obtained suggests that, with the two exceptions noted in the paragraph above, the broadcast media of the region would do whatever was needed to ensure that the services of an

organization such as the Learning Exchange Network proposed here were brought to the public's attention, and kept there.

The personnel contacted during the administration of this survey were, as a rule, courteous, considerate, appeared to be genuinely interested in the program. In fact, several of the respondents provided unsolicited input in discussions held after the survey questions were answered.

One example of the information provided was a reminder that the stations were not required to provide public service spots at no cost if the organization in question had paid for advertising. This exception to the well known rule which requires broadcasting stations to air public service spots can be evoked even if the paid announcements were on another station or in another media. This "no purchase" ruling could be very important to an organization such as the Learning Exchange Network proposed here. Especially with the need to keep costs to the minimum and still keep the public informed concerning the program.

The third part of the media survey covered the print media. The print media surveyed included the daily and weekly newspapers published within the three county region. The study of the newspapers from the region produced a pattern of support very similar to that identified with the broadcast media.

The editors of the newspapers on the coast agreed that a program such as the Learning Exchange Network could be provided free public service announcements. Unlike the broadcast media, however, the newspapers are not required by federal regulation to provide public service announcement. Also, newspapers normally only publish any given announcement only once. That being the case public service

announcements planned for newspaper publication need to be professionally prepared and presented in order to attract and keep the attention of the reader.

Like the broadcast media, the newspaper editors surveyed were positive toward the idea of publishing news articles about the Network. Here again, however, the staff of each paper would retain the right to determine the news-worthiness of each article presented. Within those parameters, however, the respondents looked favorably on such stories.

In addition to those areas where the broadcast media could be used, data obtained from this survey suggested that some editors would look favorably on the idea of writing editorials in support of the program. Here again, the network officials would have to act as public relations officers by making contact with the proper editors and convincing them of the importance of the program, and the impact such an editorial might have. Such a tactic should not be taken lightly, however. It must be remembered that the person writing such an editorial must satisfy both the policies of the paper they work for and their own personal convictions.

This study showed that the mass media agencies on the Mississippi Gulf Coast, both the broadcast and the print media, would support the concept of the Learning Exchange Network. And, if such a program were implemented in the region the media would, for the most part, cooperate with the Network staff to help ensure the public has been aware of the program. Just how much publicity the Learning Exchange Network could expect to receive would, however, depend on the staff and how aggressively and effectively they were to sell the program.

Sponsorship Survey

According to Lewis, financial considerations are among the most troublesome which could be expected to be encountered by the planners of a program such as the on presented here.[1] To help overcome, or at least decrease, such problems a plan was designed whereby commercial concerns would be asked to purchase sponsorships of the Learning Exchange Network if it were developed. It was believed that, with enough support from the commercial community in the region, the Network could be made more financially self-sufficient.

As designed, commercial concerns would be contacted and invited to sponsor the Network for a predetermined amount. (The fee of ten dollars per employee was used as an example during the survey interviews because that amount is substantially less than the fifteen dollar per person membership fee, but is enough to provide a reasonable sum of money to the network.) It was felt that this scheme could work well because it provided benefits to all concerned.

The Learning Exchange Network would benefit by receiving large amounts of funds on a regular annual basis. The employees of sponsoring commercial concerns would benefit by having free membership to the Learning Exchange Network as a benefit of their employment. Also, the forms and brochures needed to make use of the Network could be made readily available in the work place. The employer would benefit in that the funds donated to the Learning Exchange Network would be tax deductible. The cost of the sponsorship would also be considerably less than providing the employees with a pay raise or some other traditional

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[1]George R. Lewis, A Comparative Study of Learning Networks in the United States. (Evanston: Northwest University, 1978), pp. 65-67.

compensation item. A secondary benefit to the sponsoring agency could be found in that they could depict themselves as concerned for the community by sponsoring the programs of the Network, and thereby helping thousands of adult learner from the region each year.

Working from the model described above, the survey instrument illustrated in Appendix C was developed and implemented. This instrument was designed to determine the extent of knowledge of, interest in, and support for a program such as the Learning Exchange Network within the commercial community.

The survey instrument was administered by conducting telephone interviews with representatives from a sample of the commercial concerns based in the three county region. The survey sample was developed by first obtaining a listing of the Utilities and Manufacturing concerns in the region which employed at least fifty persons. Such a listing was obtained from the Chamber of Commerce. The number of concerns found in each county (Hancock, Harrison, and Jackson) was then divided by the total number of concerns in the region (seventy eight) and multiplied by one hundred. Thus a percentage of the total number of concerns which were located in each county was obtained. It was found that 9 percent of the commercial concerns in the region were based in Hancock County, 53 percent in Harrison County, and 38 percent in Jackson County.

Since it was decided to set the sample size at thirty, the percentages obtained as explained above were multiplied by this number to obtain the number of concerns to be surveyed in each county. The survey sample included three concerns from Hancock County, sixteen from Harrison County, and eleven from Jackson County. The actual commercial

concerns to be surveyed were then identified by random selection from the listings for each county.

The personnel interviewed in the smaller organizations were usually the chief executives. In the larger organizations, where they were employed, the Personnel Services Director was usually interviewed. The determination of who was to be interviewed was left up to the individual commercial concerns.

As with the other survey instruments used in this study, the first questions on this instrument were designed to determine if the interviewees were knowledgeable of the concepts of the learning exchange and learning brokerage. It was found that three of the personnel interviewed, or 10 percent, were aware of these concepts prior to the interview. As with the media survey this was not found to be unusual. (A summary of the data obtained from this survey appears as Appendix J.)

Question three asked how many persons were employed in the organization being surveyed. The smallest concern surveyed employed fifty-one persons and the largest employed fifteen hundred. The average number of employees per commercial concern surveyed was 186.29. It should be noted that 57 percent of the concerns surveyed employed less than one hundred persons and only 7 percent employed over one thousand.

Question number four dealt with the meat of the issue. It asked if the interviewee felt that their company, or organization, would consider favorably the idea of sponsoring an organization such as the Learning Exchange Network. As shown in Appendix J, the initial response to this question was very negative. In fact, the results represent the most negative response received on any question, on any survey, during

this study. Only 26.66 percent of the respondents felt their organizations would support the program. While 73.33 percent felt their organizations would not, or could not, participate.

In discussing these responses with the respondents the reason most often given for this trend was the poor economy. Because this reason was given so many times, question four was asked a second time except the phrase "in better economic times" was added to the front of the question. When the question was rephrased the response was notably changed. The second asking of question number four saw 63.33 percent of the respondents answer positively. Two of the respondents, both from concerns employing between one and two hundred persons, stated that their companies were branches of national corporations and use advertising from a national publicity firm retained by the parent company. Therefore, both stated, they could not answer for their concerns but had to concede to the parent company. Their responses were identified as unknown.

Those respondents who answered negatively to question number four in both forms were thanked for their time at this point, and were not asked to continue the survey. Those who answered yes to question four in its original form were asked to complete the survey. Those who answered negatively to this question in its original form, but answered in the positive when the question was revised, were also asked to complete the survey. However, this last group was asked to answer the remainder of the questions as if the economic climate had substantially improved and their companies had agreed to sponsor the Network.

The remaining questions on this survey dealt with different types of cooperation and support which might be expected under the

sponsorship program. As was the case with the media survey previously discussed, there were rather clear demarcation point between which services the commercial concerns would agree to, and which they would not. A study of the summary of the data obtained, as shown in Appendix J, would bear this out.

The vast majority, 85.71 percent, of the twenty-one respondents who were asked questions five through eight felt that their organizations would react favorably to the idea of polling their employees to determine their educational needs.

Literally 100 percent of the respondents answered positively to the question of allowing posters, flyers, and other promotional material concerning the Learning Exchange Network to be placed in their facilities. It was explained to the respondents that these materials were to be placed where both employees and customers would have access to them. The idea of advertising the Learning Exchange Network, and the services which might be offered, as a benefit worth taking advantage of appeared to be seen as a means for sponsoring organizations could use to ensure the money used for the sponsorship donation was well spent. This suggestion was given additional validity by the fact that 80.95 percent of the respondents also favored an internal company campaign to encourage the employees and their families to use the Network.

The response to the suggestion of using the Learning Exchange Network logo on the sponsoring organization's advertising would at first appear dishearting. However, the idea could see useful application on a limited scale. While it was true that only 28.57 percent of the respondents answered positively, one reason for this became very apparent. Several of the respondents stated that their organizations

did not manufacture products for the general public or for retail sales. Therefore, these organizations did not have a retail advertising campaign which would lend itself to such an endeavor. The idea of allowing the sponsoring organizations to use the Network logo, and a brief comment to inform the public of such a community program, appeared to be more interesting to those concerns which dealt directly with the public.

The final questions dealing with providing a Network Center within the facilities of the commercial concerns and with providing grants for the operation of the Learning Exchange Network were both very unpopular with the respondents. On the subject of providing space within their facilities for a Network Center 71.43 percent gave negative replies. While 80.95 percent of those interviewed responded negatively to the idea of their organization supporting a program such as the Learning Exchange Network with a grant.

In summary, there was some interest in supporting a program such as the one presented here by a sponsorship program. However, such a program would provide very little funding until the national, and regional, economic climate was to change for the better. Such a program should not be relied on as a major means of support. Even so, once the Network had been established, the economic climate had improved, and word was passed through the commercial community of possible benefits to network sponsors, it was believed that useful sums might be obtained. If self-generated funding is desired, however, additional creative means of obtaining funds must be used.

Another point to note concerns those commercial concerns located within the three county region which employ very large numbers of

people. A separate contract for sponsorship, arranged on a case by case basis, should be developed for these organizations. As an example, if a food store chain employs two thousand persons on the coast they could not possibly afford to donate ten dollars per person employed. On the other hand, the benefit to the Network of having a chain of food stores displaying its material in all their stores would be tremendous. A conservative estimate would still have thousands of people viewing such literature on a daily basis. Even if such a chain of stores were not charged at all, the amount of advertising would be a bargain.

Summary Remarks

There was found to be tremendous interest in the concept of the Learning Exchange Network among both adult educators and library service personnel within the region. These people visualized such a program as a way to help solve several important problem areas.

First, it would allow the services of the various programs in the region to be networked, thereby eliminating much of the present need for duplication of services. As a side benefit several municipal and county agencies may find that they could save hard-to-come by funds by taking part in such networking.

The Learning Exchange network was also seen as a means of providing a learning environment for those adults who could not, or would not, take part in formal classroom presentations, or other traditional learning environments.

Yet another possible benefit of the Learning Exchange Network might be the fact that such a program could help make learning openly popular. For example, those who have had bad experiences in formal

educational situations will normally not repeat such activities. But, if they can be provided with an alternative environment, which is also non-threatening, and are allowed to succeed, they may again wish to return to formal education to learn. Thus, the Learning Exchange Network could be a benefit to the many traditional training and educational institutions on the Gulf Coast.

This study has also shown that the support needed from the local media to ensure success is available, and is substantial enough to ensure that literally every adult in the three county region would be made aware of the program.

While the results of the survey of possible sponsoring organizations were not favorable, they must not be allowed to over shadow the other findings of this study. The fact that the sponsorship program could only be used to supplement other funding methods does not, in itself, mean that a program such as the one outlined by this study could not succeed on the Mississippi Gulf Coast. The results of the other surveys in this study strongly suggest that such a program could succeed.

CHAPTER FOUR

PLAN OF IMPLEMENTATION

This chapter will be used to propose the structural, financial, operational, and personnel plan for the implementation of the proposed Learning Exchange Network. This chapter has been divided into four sections: The Organization, The Personnel Requirements, The Steps in Planning and Implementation, and Closing Remarks. The data gathered during the Review of the Literature (Chapter Two) and the Survey Studies (Chapter Three) was used as a basis to construct the plans presented here.

One thing should be noted before going in to the plans developed, however. In his work comparing all of the learning exchange programs in operation in this country prior to 1978, George Lewis noted that the term "learning exchange" confused future clients. He felt that people within the typical community confused "learning" with "schooling",[1] and the term "schooling" with the traditional pedagogical model of instruction; a model which many adult learners are not operating within. This may be especially true of those adults who have experienced problems in the traditional learning environment. And, they may well be among those who would most benefit from the creation of a program such as is proposed here. Therefore, it is suggested that a unique, catchy title (which might not carry the negative connotations

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[1] Ibid., p. 113.

Lewis speaks of) be developed. It might be best to not even use the term "Learning Exchange Network" used here to denote the revised model created for this study. Some suggested titles might include the:

GULF COAST GROWTH CONNECTION

EXPANDING HORIZONS

or

GULF COAST SHARED GROWTH CENTERS

The last example could be shortened to "Share-Grow". This title could be used as a motto for publicity purposes. An appropriate logo, which could be placed on network stationary and other literature, could easily be developed around this theme.

The Organization of the Learning Exchange Network

George Lewis showed that the most successful programs were often independent programs with nonprofit, tax exempt status.[2] Lewis also noted that it was preferable to separate the policy making function from the function which would be responsible for the day-to-day operation of the program.[3] In that light, the program described in this chapter was designed to have a Director and an Executive Board. The Executive Board would make the policy while the Network Director would provide the day-to-day leadership and make operational decisions based on the policies of the Executive Board.

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[2]Ibid., p. 113.

[3]Ibid., p. 117.

The Executive Board should be made up of representatives from each agency serving as a host for one, or more, of the network centers plus key professional people from the client communities. (Appendix K depicts a proposed make-up for the Executive Board.) The Network Director could be asked to chair the Executive Board, but would be hired and fired by the board.

While the officers of the board should be voted on, the professional persons serving on the board should be allowed to use their professional expertise for the benefit of the entire program. For example, the banker on the board could be used as the treasurer for the program, or at very least, should serve as consultant.

The Network Director should work out of the master center, which should be located as close to the geographic and population center of the three county region as possible. (Suggested locations for the network centers are shown in Appendix L.) The master center will serve as the hub of all of the activities of the Learning Exchange Network, therefore it would require more equipment than would be required at the satellite centers.

The master center should be made up of three rooms, or work areas. The Network Director, as the chief executive of the program, should have a private office. The Director's office need not, indeed it should not, be very large. But it should be spacious, comfortable, and clean enough to provide for a pleasant work place. It should also speak favorably of the Network, and its host agencies, to anyone who might have reason to do business with the Director.

The second area would serve as the main office and the client service area. The Master Center Operator would work here. As in the

case of the Network Director's office, this area need not be very large. A room or partitioned off area approximately 20 by 30 feet in size would do. This area would need to house the operator's desk, the computer hardware, the computer software files, a file cabinet, a large worktable (4 by 6 feet), the telephone bank, and space to make several clients comfortable while they use the services of the Network. (The furniture to accommodate the clients might include chairs, a counter or table, or both.)

The third area which would make up the master center should be hidden from the general public. This area would be the storage area for the Network. Forms, brochures, office supplies, and such would be stored here. A large closest would serve for the purpose.

Whenever possible the network centers should be located within the host facility in such a way as to allow easy access by the public, easy recognition by the public, and harmonious operation with other activities. The space requirements for the satellite centers would be approximately the same for each. A room or partitioned off area about 15 by 25 feet in size. This area would need to house a desk for the operator, a small worktable (2 by 4 feet), the computer hardware, a small file cabinet, the telephone bank, and furniture to accommodate two or three clients. The space requirements identified for the satellite centers are less than that identified for the master center because less equipment and furniture is needed at these locations. It is also believed that less activity would be generated from these locations. This theory was advanced because it was determined that several functions would be accomplished only at the master center.

Several things could be done with the telephone bank needed at each location to better utilize the space, and other resources, available. One suggestion which could be considered involves using wall-mounted telephone instruments equipped with 30 foot receiver cords. The master center should be equipped with a bank of four multi-line instruments, while the telephone bank at the satellite centers should consist of three multi-line instruments.

The suggestion of using a bank of well-mounted instruments would save valuable floor space, while the extra large cords would allow the operator to use the telephone while moving around the work area. The multi-line telephone instruments were suggested because they could be connected in rotary. This method of connection would allow up to five separate lines to appear on each instrument. (But only the first number need be announced to the public.) For example, if client A were to call into the network center closest to their home, the call might appear on the first line. (The one which was given out to the public.) If, before the operator could finish with client A, client B called the same network center their call could not be received using the normal connection methods. However, if the same situation were to occur when rotary connection was used, client B's call would simply be transferred to the next open line on the instrument. The telephone would ring, and a network operator could answer client B's call on any unused instrument. In this manner both clients could be serviced. And, if need be, another instrument could be connected to the data link to the master center; thereby obtaining data for yet another client.

In order to ensure that the client receives the very best service, and the Network is most effectively operated, the computer

equipment at each location should be of the same type, by the same manufacturer. The brand of equipment chosen would not be particularly important, provided the selected equipment met the specifications required. Utilizing equipment from only one manufacturer would make obtaining maintenance agreements more convenient in addition to ensuring compatibility.

Each network center should be equipped with those hardware/software items identified in figure 2. In some cases, equipment marketed by Radio Shack was used as a convenient standard. The use of these items as examples of the type of equipment which would be needed should not be construed to be an indorsement.

FIGURE 2

SATELLITE CENTER COMPUTER EQUIPMENT

Amount	Description
1	48K RAM computer with dual disk storage capability.
1	Monitor, 12 inch diagonal measure or larger.
1	Keyboard.
1	Dot-matrix printer, equal to the Radio Shack model DMP-200 or better.
1	Acoustical Coupler mode, equal to the Radio Shack model Ac-3 or better.
2	Software packages. One file maintenance, and one word/text processing.

The only difference between the computer equipment required at the master center, and that which has already been described for use at the satellite centers, concerns the problem of additional data storage requirements. The master center would be required to store all of the client and learning topic listings for the networking function. These listings could reasonably be expected to grow to a size which would make them much too large for storage in the floppy disk system planned for the satellite centers. Therefore, at the master center, a hard disk storage system with a capacity in the 5 megabyte range should be added to the hardware package already described. If care is taken in the selection of the hardware and software used, even further expansion could be accomplished at a later date, should the need arise.

Personnel Requirements

The Executive Board was previously discussed. The members of this board would not be paid for serving (with the possible exception of a small honorarium to cover car fare). However, if a board member were to serve in an additional capacity (such as the banker serving as the treasurer and bookkeeper) they could then be paid for the time they spent at such activities at the discretion of the majority of the board.

The only full-time paid employees of the Learning Exchange Network would be the Network Director and the Master Center Operator. The Director should be paid a fair salary which is substantially above the wage paid to the center operators. A suggested starting salary for the Network Director might be fifteen thousand dollars per year. The Director's duties should include the following:

— Those management tasks required to put the policies of the Executive Board into operation.

-- Create those regulations which would be needed to effectively operate the network on a day-to-day basis.

-- Develop a comprehensive training program, train the Master Center Operator, and assist in the training of the satellite center operators.

-- Develop the operational budget for the network and submit it to the Executive Board for approval prior to 1 September each year.

-- Actively seek the funds needed to operate the programs of the network, and to expand those programs as the clients' needs expand. These fund raising activities should include obtaining grants, encouraging new membership, obtaining commercial sponsorships, and any other innovative fund raising activities which might become available.

-- Obtain public service advertising for the network and generally participate in any activities which would help to keep the network in the public mind. (Such activities might include: radio and television interviews, mass distributions of printed matter, public speaking engagements at schools, civic groups, churches, etc.)

-- Supervise the design, development, and distribution of the reports, forms, listings, and other materials which might be required by the satellite centers.

The Network Director would be the pivotal person in the planning and operation of the network. For this reason the Director must be very carefully chosen. The studies reviewed as part of the Review of the Literature, Chapter Four, suggested that some of the problems with

administrators of the earliest learning networks concerned their lack of experience or knowledge of the business and management skills required to effectively operate such a program. Therefore, the following suggestions are advanced as criteria which might be considered in the selection of the Network Director.

-- Experience and/or training in business management should be a must. Such experience should be at a level which would show that the prospective director could handle the varied tasks required by the position.

-- Training and experience in adult education. At the very least the board members should assure themselves that the prospective director has enough experience as an educator of adults to understand, and effectively use, the educational concepts appropriate for dealing with adult learners.

-- The prospective director must also be a person who can work well under stress, and enjoys working closely with others as a service provider.

The Master Center Operator should be paid a fair wage for the work, but, since the tasks required by the job would be primarily clerical, the wage would not have to be extreme. The suggested starting wage would be between $4.50 and $5.00 per hour. (This would equate to an annual salary of $9,370 to $10,400.)

The duties of the Master Center Operator should include the following.

-- Assist the Network Director in designing a training program for satellite center operators.

-- Train the satellite center operators.

-- Interface with the public and serve clients calling, or visiting, the master center.

-- Assist the satellite operators, as required, in retrieving data from the storage disks of the master center computer.

-- Assist the director by performing basic administrative tasks required for the day-to-day operation of the network.

The prospective Master Center Operator should be trained in the performance of administrative and clerical tasks such as typing, filing, dictation, and of course, computer operations. Since a major portion of the Master Center Operator's work would involve dealings with the public, and personnel from other agencies, the prospective operator must present a pleasant, professional image of the network. Another consideration which should be looked at when hiring for this position, would be the ability to determine the educational needs of the clients, and the desire to meet their individual needs.

The satellite center operators would be paid employees of those agencies which host each center. In each case, the operation of the local network center would only make up a portion of their duties. Therefore, no attempt will be made here to provide detailed instructions concerning the personnel filling these positions. It should be noted, however, that since the network centers would be located in existing adult educational and library facilities the employees of those agencies would, in all probability, meet the requirements outlined here. Training for the satellite operators concerning the specific equipment, materials, and procedures used by the network would be provided by the Master Center Operator and the Network Director.

Planning and Implementation

This section will deal with the steps which should be taken in order to successfully plan and implement the Learning Exchange Network as designed. By reviewing Appendix M, which graphically depicts the plans described in this chapter, the reader will note that a program such as the one described here would require simultaneous efforts on several different chains of activities. Each of these activity chains is important to the successful implementation of the program; therefore, while they are described in this chapter one at a time, they must not be implemented that way.

The entire process of planning and implementation would begin when the agencies who would be involved as hosts for the individual network centers agree to come together to consider developing a network. Even in this earliest step, planning is most important. Those persons who are most concerned with the development of the network should ensure several items have been arranged: 1) ensure that resource people (a lawyer, a banker, a media personality, a business person, etc.) who fully support the network are invited to the planning meetings; 2) strong, positive encouraging presentations by talented, well informed speakers are arranged; 3) ensure the media is made aware of the proposed program, and if the decision is made to undertake the program, get the media involved from the outset.

The resource people could be interviewed in advance of the planning meetings to ensure that the people who are most concerned with the development of the network, and who are most skillful in their individual areas of expertise, are the ones who are invited. These people could become very important during the planning and

implementation phases because they would provide guidance in areas of expertise which the average businessman or educator could not normally be expected to be proficient.

By planning ahead and providing informative, positive presentations which show the most positive, inventive, and useful points concerning learning networks the tone of even the earliest planning meetings can be set in a way which would be favorable to the creation of a network.

The planners must not be fooled, however. As was discussed in Chapter Two of this report, there are problems which must be overcome. The planners could help their cause in this respect by having a panel of adult educators, who have credibility and are specialists in self-directed learning, available to answer questions and to explain how to effectively overcome the problems. As with the resource people, it might be wise to discuss strategy with the panel members prior to any public planning meetings. Such a strategy might prove useful in that it will give the appearance of intelligent planning, strong support, and solid backing for the program.

Keeping the media informed and bringing them into the program as early into the process as possible is, in truth, important to the survival of the program. If such a program is to be successful it must enjoy broad-based support from the community. That support can be obtained only with the help of the mass media, both the print and the broadcast media.

If, after carefully preparing the planning meetings, presenting the facts, and intelligently discussing the pros and cons of the program, a consensus of the planners cannot be obtained, it would not be

wise to continue. The reason for this is that the implementation of a program such as the Learning Exchange Network would be such an involved, complex, and all consuming task that there must be harmony among the planners.

On the other hand, once a consensus to proceed has been obtained from the representatives attending the planning meetings efforts should be advanced to ensure implementation.

(Because of the complicated nature of the material, from this point on this discussion will be covered in a type of timed checklist in narrative form. Starting with the consensus of the representatives from the proposed host agencies and resource people [identified as the point 18 months prior to the implementation date of the network] this discussion will follow each of several activity chains which must be developed.)

The activity chains which will be discussed include:

-- Hiring and training personnel.

-- Obtaining hardware and software, including designing needed products.

-- Identifying and placing network centers.

-- Obtaining the needed funds for both implementation and the first year of operation.

-- Development of the media program.

-- Legal status (obtaining non-profit, and tax-exempt status).

-- Building the data banks.

-- Development of the operational manuals and forms.

At the 18 month point four activity chains should be started. These are the network organizational, financial, media development, and legal status chains.

The Media Program

It is recommended that a news conference be held as soon after the consensus is obtained as possible to announce the proposed network. Those holding the conference should be well prepared and ready to explain the general steps which will be taken to implement the program. This initial news conference should be followed up by selected members of the newly formed Network Executive Council (the same people who were in on the initial planning may make up this panel until others may be selected) making contact with the various media agencies to determine what services each can, and will, provide the proposed network. This information should be developed into an integrated publicity plan. This plan should be at least include:

-- The appointment of a publicity chairman.

-- A determination of what media should be used when, how, for what purpose.

-- The development of other publicity programs (exclusive of the media).

The publicity chairman might be the media representative serving on the Executive Council. Because of this persons special expertise they should be well suited for the job.

A review of the media survey described in Chapter Three will show that most news media would willingly work with the network personnel by providing a wide variety of services (news articles, public service spots, interview programs, editorial support, etc.). All of these services should be used. When the Network Director has been identified and appointed he, or she, should also be used in much of the publicity program. The Network Director should be the visible focal point between the public and the network.

The publicity program should be designed by the 15 month point. By the 12 month point it must be fully operational. This not only includes the plans for using the mass media, but should also include the network logo, slogans, posters, flyers, and such.

In summary, by the 12 month point prior to implementation, all publicity plans should be developed and implemented into a single advertising and public information program designed to put the Learning Exchange Network in the public mind and keep it there.

Financing

It was shown in Chapter Two, the Review of Literature, that financing could possibly be the most troublesome aspect of planning and operating a learning exchange. It could be a problem in this case also, but not an unsurmountable one.

One method traditionally used to finance learning exchanges is the grant from government and private agencies. Indeed, this was traditionally the major source of funding in the earlier programs. Some of the later programs included fees from the clients to help pay the operational expense of the learning exchange.

These funding methods were designed in to the financial plans for the Learning Exchange Network, also. In particular, funding through grants should be used to help pay for the rather extensive implementation budget. However, grants should not be relied on to pay a very large roll, on an extended basis. Therefore, it was not suggested to use extensive grant funding for the operational budget. Grants should only be used in the operational budget as a supplement to other funding methods.

(Appendix N depicts the proposed budget for the implementation period. Appendix O depicts the proposed budget for the first year of operation. It must be noted that these figures are approximate because of factors which are beyond the scope of this study. For example, depending upon which major manufacturer of computer equipment is chosen to service the program, the hardware costs could be expected to vary by as much as one thousand dollars per network center.)

The concept of charging a membership fee for the use of the program is believed to be sound. Such a strategy would allow the client to help finance the program. The suggested membership fee would be fifteen dollars per year. If such a fee were charged and only 1 percent of the population of the region were to take part (that would be fifteen hundred clients), $22,500.00 per year could be earned. That amount would account for 24.67 percent of the annual budget.

As was discussed in Chapter Three, a commercial sponsorship program was suggested and a survey conducted. The survey showed that there was only limited interest in the idea at the time of the study. It was believed, however, that interest in such a program would increase as the economic conditions in the region improved and the reputation of the Learning Exchange Network as a useful public educational agency became known. It still must be recommended, however, that this method not be relied on for a major portion of the operating budget.

Other means of obtaining funds, which are both effective and inventive, should be utilized. Lewis reported that methods such as selling T-shirts, buttons, and other promotional memorabilia had been successfully used at other locations. Lewis also reported that even telethons, such as have been used by public television, could be used to

fund a program such as the Learning Exchange Network.[4] Funds could also be obtained by accepting honorariums and donations when the Network Director, executive board members, or other interested persons give lectures or public appearances. Local talent and other personalities could also be asked to put on a benefit concert, or art auction, or bazaar to help raise operating funds also. A series of public service spots could be developed for the radio and television which include testimonials from local persons known to the public. These testimonials should include the speakers opinion of how the network helped him, or her, and a plea for support.

As has been shown, the funding of the Learning Exchange Network will require careful consideration. It is believed that the network could be funded in such a way that the major portion of the operating budget was raised internally, with only a minimum of funds being obtained through the traditional, and risky, method of seeking grants.

Planners of such a program should be cautioned, however, not to proceed with employing full-time personnel until all the funds for the implementation of the program have been obtained.

It should also be noted that funding is closely tied to the public relations/publicity program discussed earlier. The public could not realisticly be asked to help pay for a program that they know little or nothing about.

Legal Status

As soon as the decision to implement a Learning Exchange Network has been made, or at the 18 month point, the services of a lawyer must

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[4]Ibid., pp. 65-67.

be obtained. If the network is to be successful it must have a legal status. The first step in this process would be to obtain legal recognition. A lawyer can assist the Executive Board and Network Director in obtaining non-profit status from the state.[5]

Once the network has received legal status from the state as a non-profit educational agency the Executive Board (with the help of the lawyer) would be able to partition the Internal Revenue Service for a declaration of tax-empt status.[6] It would be vital for the network to receive such a declaration. Little or no funds can be received from grants, or other sources, without being able to provide tax benefits to the person, company, or agency who was to provide the funds.

Center Locations

As soon as the Executive Council announces the creation of the network, one of the first questions which can be expected would be, "Where will these network centers be located?" It would be reasonable to interpret this question to mean, "Would there be a network center close to me?" As much as possible the answer to that question should be yes. The more people in the three county area who can find a network center nearby, if not in their own neighborhood, the more who will use the network.

The locations for the network centers should be identified as soon as possible after the initial agreement to develop the network has been made. By the 15 month point all initial locations should be

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[5]William Gray, interview held at Keesler Air Force Base, Mississippi, March 1983.

[6]Ibid.

identified and contracts between the network and the host agencies should be signed. Suggested locations for the network centers are provided in Appendix L.

The early identification of the locations for the network centers cannot be over stressed. One of the most effective publicity items the Executive Board could take advantage of would be to show how everyone will be able to benefit from the program. Being able to show the potential clients a network center convenient to their homes could prove very important to that cause.

Personnel Considerations

As was discussed earlier the Network Director and the Master Center Operator would be the only full-time paid employees of the network. General job descriptions of these positions and some suggested criteria for their selection have already been provided, so that information will not be repeated here. However, several points should be made.

If the type of quality professional needed to fill the director's position is to be hired, it will take a considerable time to go through the selection process. Therefore, the opening should be announced as soon after the decision to implement the network as possible. At the very latest, the opening should be announced by the 16 month point. By the 12 month point the Network Director should be on the job.

The suggested timing for the hiring of the Network Director may, at first glance, appear to be exceptionally early in the implementation process (a full year before the official opening of the network). But,

when all of the tasks which need to be accomplished during that time are taken into account, it becomes very apparent that the Network Director will be a very busy person. Among the tasks which the Director will have to get involved in are the: raising of the operational budget for the first year; choosing of the hardware and software required; setting up of network centers; organizing of the network administration; developing all the regulations, manuals, and forms required to operate the network; and a wide variety of other tasks.

Since they would have to work very closely together, the Network Director would most likely want to hire the Master Center Operator. At the latest, this task should be accomplished by the 6 month period. The Master Center Operator would have to learn to operate the equipment and would have to train satellite operators from each of the host agencies. He, or she, should also assist in the creation of the operational manuals, forms, and listings needed to operate the network on a day-to-day basis.

Hardware and Software Selection

As was stated earlier, there are numerous manufacturers who could provide the computer equipment needed for the network. Radio Shack, Control Data, IBM, Apple, Franklin, Northstar are a few of these.

It would be recommended that the Executive Board make contact with several manufacturers early into the implementation process (surely not later than the 15 month period). Even so, the Network Director should be brought in on the final decisions on equipment, since he, or she, would be asked to use the equipment procured.

The hardware, and the associated software, should be installed in the master center by the 10 month point. Time must be allowed to

test the entire system to ensure that the software, and resulting computer products, operate as they should. Therefore, the computer equipment at the satellite centers should be operational by the 6 to 3 month point. By the 3 month point all centers should be operational, although if problems are expected there is no reason why the network officials must wait until the 3 month point. Centers may, and probably should, be brought on line as soon as the equipment has been received, readied, and the local operators have been trained.

Operational Manuals and Forms

The Network Director and Master Center Operator would need to work together in designing the operational manuals needed to perform the day-to-day procedures required to operate the network. All normal operations should be outlined in step-by-step procedures so that a satellite center operator with little experience on the equipment could still perform all tasks required of them. Ideally these procedures should be developed early enough in the implementation process to ensure that the satellite operators receive copies.

All operational instructions, sample copies of all forms, and other useful information could be combined. The resulting document could then be published under the title of The Network Center Operator's Training and Operational Manual. Such a manual could be printed as a looseleaf document so that it could be easily revised, when the need arises.

The revision could be accomplished by printing the changes on replacement pages and replacing the out-dated information with the new. The idea of an Operator's Manual could be developed even further by

designing looseleaf binders, in a variety of colors, with the network logo on them. One color (blue, as an example) would then be used for the Operator's Manual. A binder of the appropriate color, with the manual enclosed, would then be placed in each network center to be used as a reference. Such a volume, used with other references as part of a set, would not only be a useful tool for the center operators, but would present a more professional appearance to those who use the network then loose papers in a file folder, or some other filing system.

Another operational manual which would be needed would be the Learning Exchange Network Client's Manual. This manual should include instructions for using the network, examples of forms needed by the client, contact information (addresses and telephone numbers of the network centers, etc.), and samples of the information provided by each service the network provides. A copy of the client's manual would be given to each paid network member. A copy should also be placed in a binder (using a different color, of course) and placed at each network center for the use of the operator.

A third manual, the Manual for Sponsors of the Learning Exchange Network, would also have to be developed. This manual should describe how a commercial concern could become a sponsor, and the benefits of sponsorship. Sections in this manual should also include information needed by organizations and individual persons who might wish to provide a grant to help operate the network. Each organization, and individual, seriously contemplating sponsorship should be presented with a copy of this manual. However, unlike those manuals previously discussed, consideration should be given to place all copies of this manual in a reasonably attractive binder. After all, presenting a professional

appearance may make the difference between getting needed funds, and not.

When a client comes to the network center, or phones in for service, it would be necessary to obtain contact information and information concerning the client's needs. It would be foolish to expect the operator to remember this information, or even to remember what information must be gathered in each case. Therefore a worksheet, similar to the one shown as Appendix P, should be designed. Such a form should be designed so that the network operator can easily take all needed information from the client. All information needed to input the client's request into the computer should be provided.

When the information requested by the client has been obtained from the data banks it (along with information concerning the date, time, and identification data on the client) should be placed in a "transactions file". The transactions file could be used to periodically gather statistical data on the usage of the network. The information requested by the client would also have to be printed on paper for his, or her, personal use. A form should be designed for this purpose. Appendix Q depicts a sample of what such a form might look like. The form designed should include the information requested by the client and the client's name, address, member number, and telephone number. While having the client's identification information would make administrative procedures easier for the operator, there are other benefits to this practice. By adding the simple statement "This Learning Plan Printout was developed especially for:" before the client's name, the printout gives a greater appearance of providing individualized attention. Such individual attention could prove to be

the difference which would encourage a learner to continue as a network client.

One of the problem areas Lewis identified in the learning exchange model as it had been used in the past concerned providing follow-up contact after a client received information from the exchange. Questions Lewis believed should be asked would include: Did the information provided meet your needs?[7] If not, then maybe the network should provide the client with additional information. There would be no way to find this out, however, if the client were not contacted. So a letter should be developed which would tell the client the network was glad to serve his, or her, needs, and which asks a few basic follow-up questions. Such letters could be printed from information stored in the transactions file, and could be mailed out monthly.

There would also have to be several reports which would be needed to allow the Director and Executive Board to properly manage the network. These reports (for example a Quarterly Status Report to the Executive Board) would have little direct influence on the quality of service provided to the client. Also, such reports deal with the type of operational detail which the Network Director would have to work out, detail which could greatly vary the suitability of any recommendation made here. Therefore, no samples of suggested reports will be provided.

Develop the Data Base

There would have to be several groups, or files, of information stored in the computer data banks. Such would be the case, because each of the services to be provided would need one, or more, file. Sometimes the needed information can be taken from the same data base, other times

[7]Lewis, Learning Exchange, p. 131.

completely different information would be needed. Where it is possible, it would be helpful to start gathering the needed information and building the files well before the start of operation.

The first reason for this would be a factor of time. In the last few months of the implementation period (from about the 3 month point), and into the first six to eight months after the start of operation, the network staff could be expected to keep busy by serving the needs of the clients, obtaining additional operational funds, "debugging" the network operation, and publicizing the network. There is good reason to believe that there would be only limited time for the research activities which would be required to develop some of the data files.

The operational systems of the network would have to be tested to ensure they operate correctly. Such testing would require a data base to work with. Hence, there are several good reasons for early development of the data base.

One of the most obvious files which would be required, and which could be developed well in advance of the opening of operations, would be a listing of topics for the learning exchange function. There are a variety of formats which might be used successfully for this file. The one chosen, however, should be simple to build, easy to reference, and easy to correct. What is recommended is, in reality, two separate files. The first would be a Master File which would list all topics in alphabetical order. Each topic in this file should be linked to an identifier number (a number identifying the topic, but in a coded form which the computer could more easily work with). The "identifier number" used could easily be obtained by matching each topic to the Dewey Decimal System used to catalog books in many libraries. As shown

in figure 3, zeroes could be used as place holders when there are not three significant digits to the right of the decimal. Such a practice is not commonly used in libraries, but may prove helpful when adapting the Dewey system for the application suggested here.

FIGURE 3

TOPIC TITLES VS. IDENTIFICATION NUMBERS

Topic	ID Number
Algebra	512.000
Archery	799.320
Crime; case histories	614.100
Drug culture	613.830
Etiquette	395.000
Jogging/running	796.426
Literature, american, misc.	818.000
Massage	136.700
Psychology, industrial	658.300
Sex	306.700
Social indicators, american	306.095

The other listing in this file would be the Working Topics Listing. In this listing the topics should be filed by identifier number. Information found in this listing should include: the topic title, identifier number, client(s) interested in the topic (possibly by membership number), the last date the topic was requested, and a brokering code. The brokering code would identify a topic which could be learned in classes at one or more of the adult education or library services using the network.

The Master Topics Listing would be useful to find the topic identifier when only the title was known, and would serve as a back-up to the Working Listing. The Working Listing could be used to assign

tutors to learner clients, determine topic usage, and serve as a guide for the general administration of the program.

Another file which would be useful would be a Client Listing. Such a file should include the clients' name, address, telephone number, topical interests by identifier, date of membership, membership expiration, and client status in each topic for which an interest was shown. The client status would identify the client as either a learner, sharer, or tutor in each topic.

It should be noted that a client could serve as a tutor in one or more topic, a sharer in others, and a learner in yet others. The status a client holds in any one topic would depend on their desires and capabilities. The network should not restrict anyone from taking part in as many topics as they wish. Doing so would not only restrict the client's basic right to learn, but would be counter to the basic theory and philosophy the Learning Exchange Network was based on.

The one possible exception to this rule would be if numerous complaints had been received about a client who had been serving as a tutor and obviously was not capable. In such a case the Network Director might tactfully suggest the the client could change their status in the topic in question to "sharer".

The Client Listing file would be useful to identify the topical interests of a client, identify a clients status in any topic, serve as a roll of the members, and determine the membership status of each client. This last use could be easily facilitated by developing a monthly listing of members whose membership would lapse the following month. This Monthly Membership Warning Listing could then be used to develop form letters, and address envelopes to each client whose

membership would otherwise lapse. Thereby giving the clients advanced warning of their membership status, an additional opportunity to provide feedback to the network, and finally, giving the client another indication that the network was developed for their benefit and that the staff is concerned for them.

A third file which would be needed to effectively operate the Learning Exchange Network would be the Brokering File. This file should include the topics offered under the brokering service listed by identifier number and title, location(s) where the course would be offered, and the dates the course would be offered. When a learner comes to the network to learn from a course, instead of a personal tutor, the operator could then quickly check to see if the topic requested is being offered at any of the adult/continuing education program on the Gulf Coast. If the requested program is offered, then the operator can make contact with the agency offering the course in question on the client's behalf.

The names, addresses, and telephone numbers of the agencies which offer the brokered classes need not be put in the computer file. This information would have to be repeated too many times, and would take up too much space which could be put to better use. However, a paper copy listing of this information should be kept in each network center for reference.

In summary, it was stated that, as much as possible, the data bases needed to operate the network would need to be developed early in the implementation process. Both the Master Topical Listing and the Working Topical Listings could, to a great extent, be developed prior to the start of operations. In fact work could begin on these listings as

soon as the equipment has been received and the staff checked out on its operation. At the very least the Dewey decimal codes and associated titles for topics which the clients would most likely be interested in could be loaded into the data base.

Very little could be accomplished to build up the Client Listing File until late in the implementation process. But, information on members and employees of the host agencies, and any sponsoring agencies, could be input to the data base during the implementation period. These people could then be used to test the computer systems of the network. When the implementation period is over those who served as the test group could be given the option to continue with the program if they so desire.

The Brokering File could be built up as soon as the needed information was received from the various agencies offering adult/continuing education programs in the region.

The Grand Opening

Once all of the activities in all of the activity chains identified above have been accomplished the Learning Exchange Network would be ready for operation -- ready to serve the learning needs of the adults on the Mississippi Gulf Coast. At this time the Executive Board and network staff should take a lesson from the business community. Hold a grand opening and attempt a media blitz. This way as many potential customers as possible could be informed of the network and its operational status. An opening ceremony should be held with representatives from the host agencies, local politics, education, and commercial concerns receiving invitations. The first official clients

should be served during a demonstration of the network, for the gathered officials and the media, during the opening festivities.

Closing Remarks

As was noted in Chapter Two, The Review of the Literature, there are several problems with the learning exchange model. Funding, management, and publicity to name a few. As was also noted in Chapter Two, there are methods to help solve most of these problems. The best ways to solve these problems include: provide as much internal funding as possible, ensure the personnel in charge are trained in both education and business management, and mount a massive and continuing public awareness campaign. All of these methods have been implemented in the revised model which the Learning Exchange Network was designed from.

Another consideration identified in Chapter Two was the need for general and widespread support from the community if such a program is to be a success. As the survey instruments used in the study outlined in Chapter Three showed, there is very good reason to believe that such widespread support is readily available on the Mississippi Gulf Coast.

It is not expected that all possible situations which occur during the implementation and operation of a learning network were covered here. However, all contingencies identified in Chapters Two and Three were considered in the implementation plans described in this chapter.

This report is not meant to imply that learning exchanges in general, or the Learning Exchange Network in specific, are a panacea. They are not. The Learning Exchange Network could, however, go a long

way toward solving the learning problems of adults of the Mississippi Gulf Coast.

Finally, it is not within the capabilities of the researcher to implement the program outlined in this study. If it were, steps would already have been taken to begin such implementation. The primary reason for this belief in the program developed here concerns the huge possibility such a program has for coming to grips with the unmet needs of the adult learners of the region. If Illich and Knowles are correct, then to not develop such a program is to deny the adult learners of the region the right to learn what they desire, when they desire, and how they desire. And, that alternative is not satisfactory.

APPENDICES

A THROUGH Q

APPENDIX A

SURVEY QUESTIONNAIRE

FOR

HOST AGENCIES

NAME _____ PHONE _____

POSITION _____ AGENCY _____

1. Are you familiar with the idea of a Learning Exchange or Learning Network?

   YES NO

   (If the answer is NO, explain the concept before going on, if it is YES, go to the next question.)

2. Are you familiar with the concept of a learning brokerage?

   YES NO

   (If the answer is NO, explain the concept before going on.)

   (Provide a brief explanation of how these concepts are expected to be used if this project is implemented.)

3. Would your agency board favorably consider hosting one of the Network Learning Exchanges in your facility?

   Please explain your answer.

4. Which of the following would your agency provide toward the implementation of this project?

   a. One (or more) employee to be trained in the operation of your network? (They would operate the Learning Exchange in your facility.)

   b. A room, or partitioned off area, within your facility to locate the hardware/software of the Learning Exchange?

   c. An appropriate representative to serve on the Network Executive Council?

   d. Would you agree to operate the Learning Exchange in accordance with the directions provided by the Executive Council and the Network Director?

   e. Would you agree to put advertising posters, flyers, etc., for the Council in a prominent place in all your facilities?

5. Do you offer adult/community education classes?

   YES NO

   (If the answer is NO, skip question number 6.)

6. Would you be willing to place your courses in the network data bank files to be used for learning brokerage purposes?

THANK YOU FOR YOUR TIME, EFFORT, AND CONCERN FOR THIS PROJECT.

APPENDIX B

SURVEY QUESTIONNAIRE

FOR

MASS MEDIA AGENCIES

PART I - General Information

NAME _____ PHONE _____

POSITION _____ AGENCY _____

1. Are you familiar with the idea of a Learning Exchange or Learning Network?

   YES NO

   (If the answer is YES, go on, if it is NO, take a few minutes and explain the concept.)

2. Are you familiar with the idea of a learning brokerage?

   YES NO

   (If the answer is NO, explain the concept of the learning brokerage before going on.)

   (Provide a brief explanation of how these concepts are expected to be used if this project is implemented, then go to the appropriate section to complete this survey; Part II for radio and TV, or Part III for the print media.)

PART II - FOR RADIO AND TV

1. As I understand it, you provide public service spots for worthwhile organizations serving the community. Do you feel the Learning Exchange Network would fit into that category?

   YES NO

2. Which of the following services would you agree to provide, without charge, to help inform the community of the Learning Exchange Network?

   a. Public service spots.

   b. News spots on highlight of the Network (forming the Executive Board, installation of the first center, start up of operations, the first anniversary of operation, etc.)

   c. Feed story to regional and national media.

   d. Interviews on local programming.

3. What other services would you offer?

4. As the concept is being designed for the Gulf Coast employers will be invited to help sponsor the Network by providing memberships, at a reduced rate, for each employee. Would your organization consider such a program?

   (If the answer is YES, fill out a sponsor's questionnaire also.)

THANK YOU FOR YOUR TIME, EFFORT, AND CONCERN FOR THIS PROJECT.

PART III - FOR THE PRINT MEDIA

1. Would your publication(s) support a public service program such as the Learning Exchange Network?

   YES NO

2. What types of services would you provide for the Network?

   a. News stories.

   b. Public announcements.

   c. Editorial support.

   d. Printing support.

   e. Others.

3. As the concept is being designed for the Gulf Coast employers will be invited to help sponsor the Network by providing memberships, at a reduced rate, for each employee. Would your organization consider such a problem?

   (If the answer is YES, fill out a sponsor's questionnaire also.)

THANK YOU FOR YOUR TIME, EFFORT, AND CONCERN FOR THIS PROJECT.

APPENDIX C

SURVEY QUESTIONNAIRE

FOR

SPONSORING ORGANIZATIONS

NAME _____ PHONE _____

POSITION _____ AGENCY _____

1. Are you familiar with the idea of a Learning Exchange or Learning Network?

   YES NO

   (If the answer is YES, go on; if it is NO, take a few minutes and explain the concept.)

2. Are you familiar with the idea of a learning brokerage?

   YES NO

   (If the answer is NO, explain the concept of a learning brokerage before going on.)

   (Provide a brief explanation of how these concepts are expected to be used if this project is implemented.)

3. How many employees do you have?

4. Would your organization consider a program where you would be asked to pay a reduced rate and all of your employees would be given free membership to the Network for a year?

5. Would you help the Network personnel in polling your employees to determine their educational wants and needs?

   YES NO

6. Would you agree to support the Network by:

   a. Placing posters, flyers, etc. in your facilities so they are readily available to clients and employees?

   b. Encouraging your employees and their families to use the Network?

   c. Putting the Network logo on your advertising?

7. At this time plans call for the Network to place Learning Exchanges in libraries and Adult Education Agencies throughout the Gulf Coast region. If no such agency could be found in your area would you agree, as a public service, to place one in your facility?

8. Knowing that the Learning Exchange Network would be a non-profit public service educational program, and donations would be tax deductible, would your organization consider a grant?

THANK YOU FOR YOUR TIME, EFFORT, AND CONCERN FOR THIS PROJECT.

APPENDIX C

HOST SURVEY REPLIES: ADULT EDUCATORS

Number	Question	Yes	No	Remarks
1	Are you familiar with the idea of a Learning Exchange?	4	0	
2	Are you familiar with the idea of a Learning Brokerage?	4	0	
3	Would your Agency Board consider serving as a Network Host?	4	0	
4	Which of the following would your agency provide?			
	a. An employee to serve as Network operator.	3	0	(1 unknown)
	b. Space to locate a Network Center.	4	0	
	c. A representative to serve on the Network Executive Board	4	0	
	d. Would you agree to operate the Network Center in accordance with Network directives?	4	0	
	e. Would you display network advertising?	4	0	
5	Do you offer adult/continuing education classes?	4	0	
6	Would you agree to have these courses brokered by the Network?	4	0	

APPENDIX D

HOST SURVEY REPLIES: LIBRARIES

Number	Question	Yes	No	Remarks
1	Are you familiar with the idea of a Learning Exchange?	1	5	
2	Are you familiar with the idea of a Learning Brokerage?	0	6	
3	Would your Agency Board consider serving as a Network Host?	4	0	(2 unknown)
4	Which of the following would your agency provide?			
	a. An employee to serve as Network operator.	6	0	
	b. Space to locate a Network Center.	5	1	
	c. A representative to serve on the Network Executive Board	5	0	(1 unknown)
	d. Would you agree to operate the Network Center in accordance with Network directives?	6	0	
	e. Would you display network advertising?	6	0	
5	Do you offer adult/continuing education classes?	2	4	
6	Would you agree to have these courses brokered by the Network?	2	0	(4 unknown)

APPENDIX E

HOST SURVEY REPLIES: ALL RESPONDENTS

Number	Question	Yes	No	Remarks
1	Are you familiar with the idea of a Learning Exchange?	5	5	
2	Are you familiar with the idea of a Learning Brokerage?	4	6	
3	Would your Agency Board consider serving as a Network Host?	8	0	(2 unknown)
4	Which of the following would your agency provide?			
	a. An employee to serve as Network operator.	9	0	(1 unknown)
	b. Space to locate a Network Center.	9	1	
	c. A representative to serve on the Network Executive Board	9	0	(1 unknown)
	d. Would you agree to operate the Network Center in accordance with Network directives?	10	0	
	e. Would you display network advertising?	10	0	
5	Do you offer adult/continuing education classes?	6	4	
6	Would you agree to have these courses brokered by the Network?	6	0	(4 unknown)

APPENDIX G

MEDIA SURVEY REPLIES: GENERAL INFORMATION

Question	Yes	No	Remarks
Are you familiar with the idea of a Learning Exchange?	2	13	
Are you familiar with the idea of a Learning Brokerage?	1	14	

APPENDIX H

MEDIA SURVEY REPLIES: BROADCAST MEDIA

Number	Question	Yes	No	Remarks
1	Would you provide public service spots for the Network?	7	0	One respondent refused to respond to any questions.
2	Which of the following services would your agency provide?			
	a. Public service spots.	7	0	
	b. New stories.	7	0	
	c. Feed stories to news networks.	1	6	
	d. Interviews on local progamming.	7	0	
3	What other services would you provide?			(7 none)
4	Would your agency serve as a Network sponsor?	0	4	(3 unknown)

APPENDIX I

MEDIA SURVEY REPLIES: PRINT MEDIA

Number	Question	Yes	No	Remarks
1	Would your agency support the Network?	5	2	
2	Which of the following services would your agency provide?			
	a. News stories.	7	0	
	b. Public announcements.	7	0	
	c. Editorial support.	3	4	
	d. Printing support.	0	7	
	e. Other services.	0	7	
3	Would your agency serve as a Network sponsor?	0	6	(1 unknown)

APPENDIX J

SPONSORING ORGANIZATIONS SURVEY REPLIES

Number	Question	Yes	No	Remarks
1	Are you familiar with the idea of a Learning Exchange?	3	27	
2	Are you familiar with the idea of a learning brokersage?	3	27	
3	How many employees do you have?	--	--	Average: 186.29
4	Would your organization sponsor the Network?			
	a. Now?	6	22	(2 unknown)
	b. In better times?	19	9	(revised question 2 unknown)
5	Would you help to assess the educational needs of your employees?	18	3	
6	Would you agree to support the Network by:			
	a. Displaying Network advertising in your facility?	21	0	
	b. Encouraging your employees to use the Network?	17	4	
	c. Putting the Network logo on your advertising?	6	15	

Number	Question	Yes	No	Remarks
7	Would your organization host a Network Center?	6	15	
8	Would your organization provide a grant to the Network?	4	17	

APPENDIX K

PROPOSED MAKE-UP

of the

NETWORK EXECUTIVE BOARD

The proposed Executive Board should be made up of two groups of people. The first group would be made up of one representative from each host organization. The second group would be made up of representatives from the client community. Each one would, however, have special talents. Those in the second group would include:

-- A lawyer.

-- A media personality.

-- A banker (or CPA).

-- An adult educator working in a local Junior College.

-- An adult educator working in a University.

-- A city mayor from the region.

-- A county official from the region.

-- An adult educator from a local school district.

-- A local business executive.

APPENDIX L

NETWORK CENTER LOCATIONS

Jackson County Locations

Jackson-George Regional Libaries

- Pascagoula
- Moss Point
- Ocean Springs
- Vancleave
- Gautier

Pascagoula Public School District

- Adult Education Center

Harrison County Locations

Biloxi Library System

- *Downtown Biloxi

Gulfport-Harrison County Libraries

- *Gulfport
- Orange Grove
- D'Iberville

Biloxi Public Schools

- *Michel Education Center

Gulfport Public Schools

- Adult Education Center

Long Beach City Library

Hancock County Locations

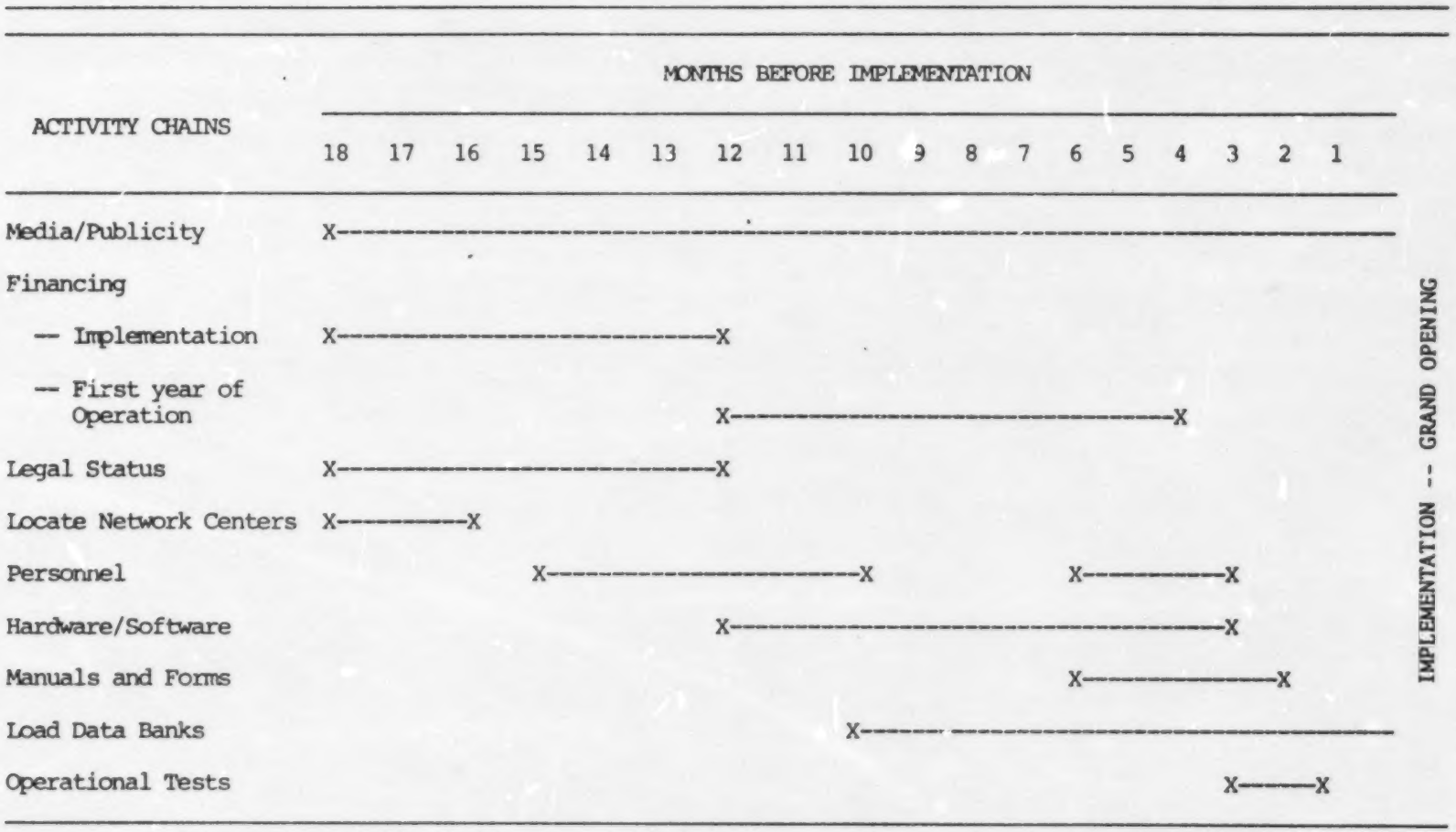
Hancock County Library System

Waveland
Bay St. Louis
Kiln

*Possible locations for the Master Center.

APPENDIX M

IMPLEMENTATION TIMETABLE



APPENDIX N

IMPLEMENTATION BUDGET

ITEM	AMOUNT	TOTALS
— Hardware/software		
— Buy hardware	$70,000	
-- Buy software	$ 5,000	
— Maintenance (20% of cost)	$14,000	$89,000
-- Telephones		
— Instruments	$ 6,000	
— Line rentals	$30,000	$36,000
— Furniture		
-- Desks (17)	$ 5,032	
-- Desk chairs (17)	$ 1,615	
-- Waiting chairs (66)	$ 5,676	
-- Large work tables (2)	$ 176	
-- Small work tables (17)	$ 1,216	
-- 5 drawer file cabinets (2)	$ 300	
— 2 drawer file cabinets (14)	$ 1,134	
-- Computer hardware tables (16)	$ 5,136	$20,735
— Personal Costs		
— Salaries	$25,400	
-- Social Security	$ 1,778	$27,178
— Consulting fee (includes legal fees)	$ 7,500	$ 7,500
— Printing		
— 3 each, 1 page forms (2,500 cys)	$ 135	
— 4 page advertising brochure (10,000 cys)	$ 360	
— Operator's Manual (30 cys)	$ 65	
— Client's Manual (5,000 cys)	$ 2,000	

— Sponsor's Manual (500 cys)	$ 375	
-- 3 page followup questionnaire (2500 cys)	$ 135	
— Office stationary (1,000 letterheads and 3,000 envelopes)	$ 120	$ 3,190
— Postage and Misc.	$ 5,000	$ 5,000
TOTAL IMPLEMENTATION BUDGET		$189,203

APPENDIX O

FIRST YEAR OPERATIONAL BUDGET

ITEM	AMOUNT	TOTALS
-- Hardware/software		
-- Buy hardware	-0-	
-- Buy software	$ 2,000	
-- Maintenance	$14,000	$16,000
-- Telephones		
-- Line rentals	$36,000	$36,000
-- Personnel Costs		
-- Salaries	$25,400	
-- Social Security	$ 1,778	$27,178
-- Consulting fees (including legal fees)	$ 5,000	$ 5,000
-- Printing	$ 1,615	$ 1,615
-- Postage and Misc.	$ 5,000	$ 5,000
TOTAL FIRST YEAR OPERATIONAL BUDGET		$90,793

APPENDIX P

CLIENT WORKSHEET

NAME _____ _____
Last, First, Middle Member Number

ADDRESS _____

_____

_____

HOME PHONE _____ To be picked up/called for

WORK PHONE _____ _____
Date and Time

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

TOPIC _____ _____
Name Number

Learner Sharer Tutor Class

_____ _____

TOPIC _____ _____
Name Number

Learner Sharer Tutor Class

_____ _____

TOPIC _____ _____
Name Number

Learner Sharer Tutor Class

_____ _____

APPENDIX Q

LEARNING PLAN PRINTOUT

This Learning Plan Printout was developed for _____.

Member No:

Address:

Home Phone: Work Phone:

Information Requested By:

Received By:

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

TOPIC CONTACTS

BIBLIOGRAPHY

BIBLIOGRAPHY

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